REPORT RESUMES

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ENROLLMENT IN VOCATIONAL HOME ECONOMICS PROGRAMS IN KENTUCKY.
A SUMMARY REPORT OF THE RESEARCH STUDY.
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FACTORS THAT MAY BE INFLUENCING ENROLLMENTS IN HOME ECONOMICS AT THE HIGH SCHOOL LEVEL WERE INVESTIGATED -- (1) THE QUALITY OF THE HOME ECONOMICS PROGRAM, (2) PRESSURES TO TAKE OTHER SUBJECTS, (3) SCHOOL SCHEDULES, (4) ATTITUDES TOWARD HOME ECONOMICS, (5) PATTERNS OF HOME ECONOMICS OFFERINGS, AND (6) JUNIOR HIGH HOMEMAKING PROGRAMS. QUESTIONNAIRES WERE SENT TO 130 SENIOR HIGH SCHOOL GIRLS, 52 PRINCIPALS, AND 69 TEACHERS REPRESENTING 71 SCHOOLS. ENROLLMENTS IN HOME ECONOMICS BETWEEN 1957-58 AND 1960-61 HAD INCREASED IN 31 SCHOOLS AND DECREASED IN 40 SCHOOLS. THE AVERAGE STUDENT ENROLLMENT FOR SCHOOLS WITH INCREASED ENROLLMENT IN HOME ECONOMICS WAS 354, WHILE IT WAS 401 FOR THOSE WITH DECREASING ENROLLMENT. THE QUALITY OF THE HOME ECONOMICS PROGRAM WAS THE MOST IMPORTANT FACTOR INFLUENCING STUDENT ENROLLMENT. SCHOOL SCHEDULES AND PATTERNS OF OFFERINGS OF HOME ECONOMICS HAD LITTLE INFLUENCE ON ENROLLMENT. RECOMMENDATIONS WERE THAT (1) A SPECIAL STUDY SHOULD BE MADE AND HELP PROVIDED FOR IMPROVING THE QUALITY OF THE HOME ECONOMICS PROGRAM SO THAT THE CONTENT IS CLOSELY RELATED TO THE NEEDS OF THE STUDENTS, THE LEVEL OF TEACHING PROCEDURES IS RAISED, AND PERSONAL QUALITIES OF THE TEACHERS ENHANCED, AND (2) TEACHERS SHOULD DECREASE THE EMPHASIS GIVEN TO FOODS, NUTRITION, CLOTHING, AND GROOMING, AND EXPAND THE EMPHASIS ON CHILD DEVELOPMENT, CONSUMER EDUCATION, AND HOUSING AND HOME FURNISHINGS. (MS)

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ENROLLMENT IN HOME ECONOMICS --

A RESEARCH STUDY

UNIVERSITY OF KENTUCKY
COLLEGE OF EDUCATION
JUNE, 1963

VT 000021

A SUMMARY REPORT OF THE RESEARCH STUDY

Enrollment in Vocational Home Economics Programs in Kentucky

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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June, 1963

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Chapter I

INTRODUCTION

In Kentucky, the enrollment in the vocational home economics day-school program increased from 502 in 1918 to 29,388 in 1960. This growth in enrollment has been quite gratifying. Yet, since 1958 (with the event of Sputnik), there has been a re-shuffling of objectives and values in education, and in some schools enrollments in home economics classes have drastically decreased.

Are there specific factors affecting enrollment in home economics? Are these factors immediately related to the home economics program? If so, could the findings give suggested guides for proposed changes in the home economics program so as better to fulfill the requisites of the "quality" program for high school youth. The purpose of this research project was to study certain factors that may have influenced enrollment in home economics as the secondary level in Kentucky.

Since changes in enrollment in home economics was not a problem unique to Kentucky, clues for the factors to study were selected from knowledge of the Kentucky situation and from studies completed in other states. Studies from California, West Virginia, Maine, Texas, Idaho, and Washington, D. C. were reviewed.

Factors

Six factors were studied in this research project. The factors that may be influencing enrollment in home economics at the high school level investigated in this study were:

1. The effect of the quality of the home economics program on enrollment.
2. The effect of pressures (including curricular requirements) to take other subjects on enrollment in home economics.
3. The influence of schedule on enrollment in home economics.
4. The influences of attitudes toward home economics (including attitude towards the home economics teacher) on enrollment.
5. The effect of patterns of home economics offerings on enrollment.
6. The effect of junior-high homemaking on enrollment in home economics in high school.

Limitations

These limitations were observed in the study:

1. Data expressing student opinion were collected from senior high school girl students only.
2. Only high schools having departments of vocational home economics in Kentucky in 1957-58 and retaining the department in 1960-61 were used in the sample.

3. No school was used in the study where re-districting or consolidating had occurred during this time interval.

4. High schools having only Negro students were not included in this study.

5. A school having junior-high organization (7th, 8th, and 9th grades) only was not included in the study.

Definitions

1. Junior-high homemaking was designated as a day-school program in home economics centering on personal and family problems, usually involving 7th and 8th grade pupils only. All schools offering home economics in the junior high school in this study also offered home economics in the senior high school.

2. Pressure as used in this study refers to any force exerted by self or others to influence behavior.

3. Schedule, in this study, was used to refer to periods in a school day and to the total scheduling of a student's yearly program.

4. The quality of the program was judged by recognition of certain satisfactions or dissatisfactions as to the worth of phases or aspects of the home economics program by students and others.

5. The effect of pattern of offerings involved any suggested change in the offerings of home economics, any sequence suggestions, any suggestions related to home economics being offered as an elective or a required course, etc.

6. Attitudes relating to home economics were classified thus when the expression involved feeling toward a situation, person, the home economics department, etc.

7. The "Topics" were statements of goals or objectives in eight areas of home economics which might have been learned by high school students. The "Topics" were part of the questionnaire completed by high school senior girls.

8. The areas of home economics included in the 74 Topics were: Child Development, 1.1 - 1.9; Clothing and Grooming, 2.10 - 2.19; Foods and Nutrition, 3.20 - 3.29; Health and Home Nursing, 4.30 - 4.38; Management, 5.39 - 5.48; Housing and Home Furnishing, 6.49 - 6.59; Family Living, 7.59 - 7.68; and Consumer Education, 8.69 - 8.74.

9. Increasing-enrollment schools are the 31 high schools in this study where enrollment in home economics increased over the total school-enrollment by 25 percent or more between the school years of 1957-58 and 1960-61.

10. Decreasing-enrollment schools are the 40 high schools in this study where enrollment in home economics decreased over the total school-enrollment by 25 percent or more between the school years of 1957-58 and 1960-61.

Hypothesis

There are certain specific factors which influenced enrollment in home economics to increase or decrease at the high school level.

Chapter II

PROCEDURES

Selection of Schools

In order to have less-biased information in the study, the sampling of schools was not limited to those with decreasing enrollments. The sample also included schools with outstanding increases in enrollment in home economics.

As a basis for selection of the sample for this study, the percent of increase or decrease of total-school enrollment in high schools having departments of vocational home economics and enrollments in home economics between the school year 1957-58 and 1960-61 were determined. The high schools included in the study were those where the rate of home economics enrollment increase or decrease was 25 percent or more. This percent of increase or decrease was determined by subtracting the differences between the percent of total-school enrollment increase or decrease and that of home economics enrollment increase or decrease.

The total-school enrollment for these high schools was obtained from the Kentucky Educational Bulletins: Kentucky High Schools, 1957-58 and Kentucky High Schools, 1960-61. Data for home economics enrollments and daily schedules were obtained from the Division of Home Economics Education, State Department of Education. Of the 361 high schools on the original list for examination, 112 were eliminated because of the limitations of the study. The 249 remaining schools were examined for rate of increase or decrease in enrollment in home economics.

There were 44 schools (41.3 percent) with enrollments in home economics that had increased 25 percent or more; 45 schools (58.7 percent) had enrollments that had decreased 25 percent or more. Nine additional schools were eliminated from the sample because of the home economics teacher's schedule.

The principal in each of these 80 schools was contacted by letter by the State Director of the Division of Home Economics Education. Seventy-eight high schools desired to participate in the study. Of these 78 schools, 31 schools with increasing home economics enrollment returned 30 teacher questionnaires and 876 student questionnaires; 40 schools with decreasing enrollment in home economics returned 39 teacher questionnaires and 1,254 student questionnaires. Thus, the sample for this study included 2,130 student questionnaires, 52 principal opinionnaires, and 69 teacher questionnaires.

Methods of Collecting Data

Instruments and Devices

Home Economics Teacher Questionnaire

A questionnaire was developed to obtain information and opinions from the home economics teachers involved in the study. (Appendix, A.) The 69 home economics teachers who answered the questionnaire responded with a total of 201 reactions to the question "What factors do you think are influencing the girls to elect or not to elect home economics in high school?" Of these comments, 111 were of favorable conditions which were influencing girls to enroll in home economics; 90 were reactions which they believed were influencing girls not to enroll in home economics.

Principal Opinionnaire

An opinionnaire was developed to obtain opinions on the conditions which a principal believed were responsible in his school for the status of home economics enrollment. (Appendix, B.) The 52 principals who answered the opinionnaire responded with a total of 268 reactions to the question "What factors do you think are influencing the girls to elect or not to elect home economics in high school?" Of these reactions, 143 were of favorable conditions which they believed were influencing girls to enroll in home economics; 121 were reactions which they believed were influencing girls not to enroll in home economics; and four statements could not be classified into either category.

Student Questionnaire-Opinionnaire

This instrument consists of six parts. (Appendix, C.) Parts I, IV, V, and VI were taken from a questionnaire developed for the Cooperative Curriculum Pattern Study in Home Economics, 1960. Parts II and III were developed for this study.

Part I of the student questionnaire requested the students to check the amount of help they had in school on 74 Topics related to eight areas of home economics. For example, number 1.1 Topic "Understanding what children are like at different age levels" is an objective in the child development area of home economics. The students were to check the "Amount of Help I Had" in four categories: "Much"; "Some"; "Little"; or "None". Then, if they "Wish for Some or More", they were to check under this column heading.

Part II of the questionnaire was designed to seek those factors which may have influenced students to enroll in high school home economics beyond that which was required. For example, number 10.75 "I liked the home economics I had in 7th or 8th grade" was included as a factor to find out the influence of junior high home economics on senior high school enrollment. There were 18 statements in this Part.

In Part III of the questionnaire the sentences were designed to be checked by those students who had elected not to enroll in home economics in high school beyond that which was required. For example, number 14.93 "I had all I needed in the required (home economics) course in the 7th or 8th grade" was included to find out the influence that 7th and/or 8th grade home economics had for students when they decided not to enroll in home economics in high school. There were 25 statements in Part III.

In Part IV section of the questionnaire, the student was to check the amount of home economics taken at the different grade levels of junior and senior high school. Part V was designed to collect data related to grade-point-averages in all school-subjects and home economics.

Six of the high schools in the sample group were visited for one day by a Team member. Letters explaining the purpose of the interviews were sent to the principal. The home economics teacher was to arrange for interviews of 20 to 30 minutes each with girl and boy students (some enrolled in home economics, some not), parents, guidance counselors, fellow teachers, administrators, and other school personnel.

A structured interviewing technique was used. (Appendix, D.) One question asked of all the people interviewed was "What do you think students can gain, or learn from enrolling in home economics?"

The Team members completed 76 interviews in six high schools. Three of the schools had increasing enrollment in home economics; three schools had decreasing enrollment in home economics. A total of 225 comments could be classified into the six factor categories.

Analysis of Data

The free-responses made by the home economics teachers on the questionnaire and by principals on the opinionnaire were recorded by number and percent within the six factor categories. No tests of significance were applied to these data.

All data from the home economics teacher questionnaire (other than the free-response) were coded and placed on IBM cards. This data classification included: high school number, trend in home economics enrollment, enrollment by classes, requirements for graduation, requirements in home economics, pattern of home economics, and laboratory facilities and their adequacy.

The data from the student questionnaires were coded and placed on IBM cards. Additional data related to size of school, trend of home economics enrollment, and type of school district were also placed as identifications on the individual student cards. The programs were operated on the IBM-1410.

Two statistical tests of significance were used on data from the student questionnaire. These statistics, the K and the Z, relate to how many times, by chance alone, the proportions (or parts, $\bar{p}$) and the means (or averages, $\bar{X}$) would differ (increasing from decreasing-enrollment schools) by this amount. The level of significance used in the study was the .05 level or greater (.04, .01, .005, .001, etc.) -- by chance alone, this could happen only 5 times in 100 occurrences or more.

A correlation (relationship) test was used to determine the degree of relationship between the eight subject matter areas in home economics, the eight subject matter areas and the all school-subject grade, and the eight subject matter areas and the home economics grade. The levels of significance for these correlations were determined by use of a table from Guilford's *Fundamental Statistics in Psychology and Education*, page 539.

Chapter III

FINDINGS AND SUMMARY

Seventy-one schools participated in the study. Thirty-one of them had increased-enrollments in home economics (25 county schools and six independent-district schools.) Forty schools had decreased in home economics enrollment (30 county schools and 10 independent-district schools).

The data revealed that there were distinguishing differences in certain general characteristics between the 31 increasing-enrollment and the 40 decreasing-enrollment in home economics schools. Also, there were significant differences evidenced between these two enrollment groups and certain of the factors studied.

Characteristics of Schools

Size of the Schools

Increased-Enrollment Schools

As can be noted in Figure 1, over half of the schools in the increased in home economics enrollment group fall below 300 in total-school enrollment (16 of the 31 schools). Approximately two-thirds of the schools with increased-enrollment in home economics were smaller than 400 in student population (21 of the 31 schools). Further, only one in four schools of 800 and larger had enrollments that were increasing in home economics. In the schools with increasing enrollment in home economics, the average total-school enrollment in 1960-61 was 354.

Decreased-Enrollment Schools

Approximately half of the schools with decreased-enrollment in home economics fall below 350 in total-school enrollment. (Figure 1.) Approximately two-thirds of the schools with decreased-enrollment were smaller than 500 in total-student pupulation (28 of the 40 schools). Of the four schools that were 800 or larger in total-school enrollment, three had decreasing in home economics enrollment. The schools with decreasing-enrollment in home economics had an average size of 401.

Summary, Size of Schools

One of the distinguishing differences in the general characteristics of the schools involved in the study was in the number of students enrolled in the high school. The schools where home economics enrollment was increasing (in general) were smaller in size. More schools with enrollment of 800 or larger were decreasing in enrollment in home economics.

Units Required for Graduation

In most high schools in Kentucky, 18 units of work are required for graduation. In the study-sample, the largest group of high schools (52 of the 70) had 11 to 12 specific subjects (of the 18) required for graduation. (Table 1.)

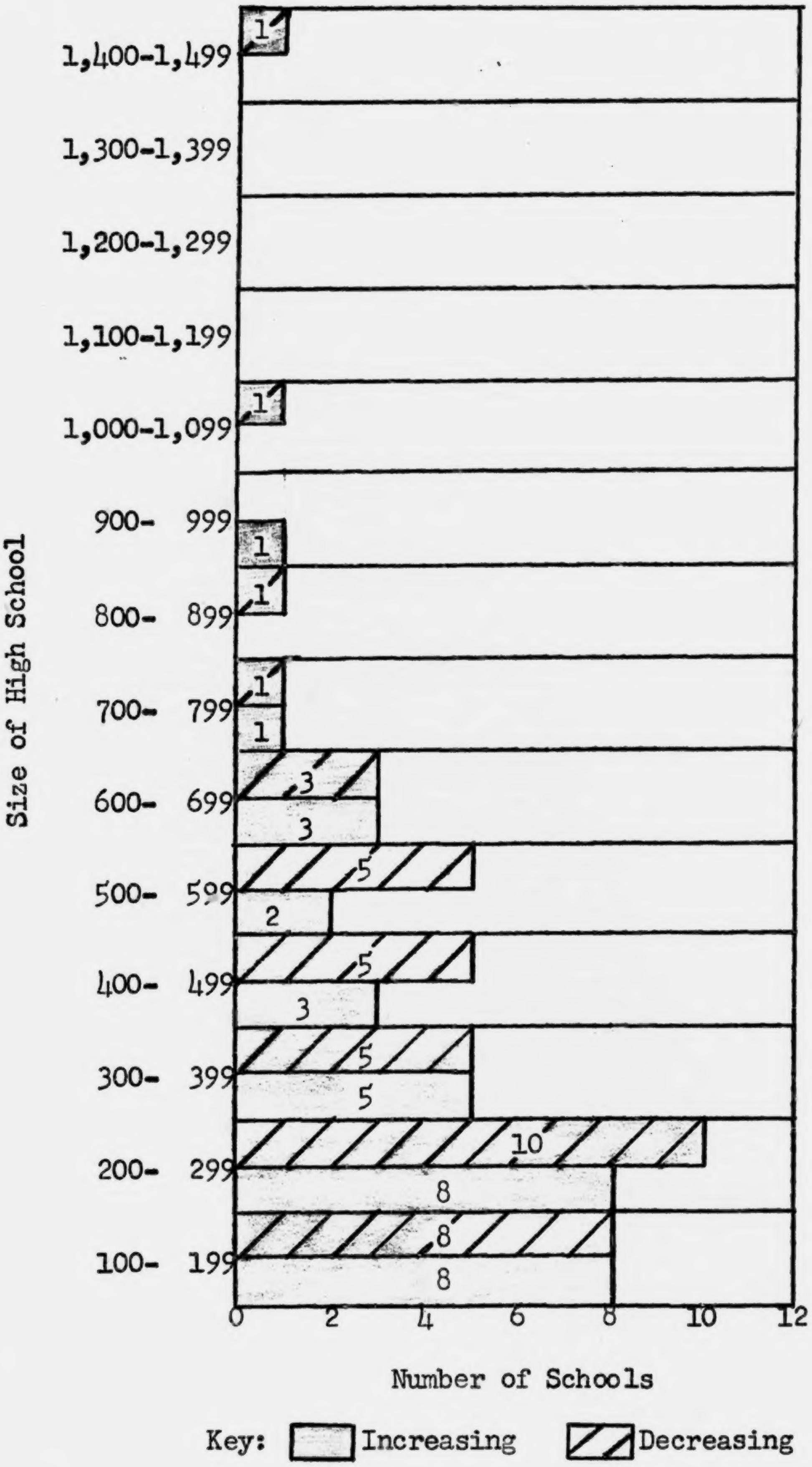


Figure 1. Number and size of high schools having increasing or decreasing enrollments in home economics.

TABLE 1

TOTAL UNITS REQUIRED FOR HIGH SCHOOL GRADUATION IN THE 31 SCHOOLS WITH INCREASING AND IN 39 OF THE 40 SCHOOLS WITH DECREASING ENROLLMENT IN HOME ECONOMICS

Number of Units Required	Home Economics Enrollment			
	Increasing		Decreasing	
	n	%	n	%
10 units or less	9	29.0	5	12.8
11 to 12 units	21	67.8	31	79.5
13 or more	1	3.2	3	7.7
Total	31	100.0	39	100.0

Increased-Enrollment Schools

Schools with increasing enrollment in home economics had a high percent (29 versus 12.8) of fewer-unit requirements than did the schools with decreasing home economics enrollment.

Decreased-Enrollment Schools

In a higher percent of the decreasing-enrollment schools (7.7 versus 3.2) 13 or more units of specified subjects were required. These schools also had a higher percent (79.5 versus 67.8) of 11 to 12 units required for graduation.

Summary, Units Required for Graduation

As a whole, fewer specific subjects (or units) were required for graduation in the high schools where home economics enrollment was increasing.

Home Economics Teachers

Increased-Enrollment Schools

There were 43 home economics teachers in the 31 schools with increasing enrollment in home economics. These schools had more two-teacher departments than did the decreasing-enrollment schools -- 32 percent versus 28 percent. Schools with increasing enrollment in home economics had a larger percent (51.2) of home economics teachers who were the same from 1957-58 through 1960-61 than schools with decreasing enrollment (31.4 percent).

Decreased-Enrollment Schools

There were 51 teachers in the 40 schools with decreasing enrollment in home economics. Seventy-two and five-tenths percent of the decreasing-enrollment schools had one-teacher departments, while in only 64.5 percent of the increasing-enrollment schools was this true.

Summary, Home Economics Teacher

The increasing-enrollment schools had more two-teacher departments than the decreasing-enrollment schools. Also, the increasing-enrollment schools had more teachers who were the same home economics teachers from 1957 through 1961 than the decreasing-enrollment schools.

Home Economics, Grade Levels Offered in Senior High

The minimum home economics that can be taught in order to qualify as a vocational department is Home Economics I and II, in grades nine and ten.

Increased-Enrollment Schools

As can be noted from Table 2, in the high schools where home economics enrollment was increasing, more programs (51.6 versus 44.7 percent) of three grade-levels of home economics were offered, and more programs of four grade-levels of home economics were offered, and more programs of four grade-levels (35.5 versus 34.2 percent) were reported.

Decreased-Enrollment Schools

Schools with decreasing-enrollment in home economics offered more programs of Home Economics I and II only (18.4 versus 12.9 percent). In one decreasing-enrollment school, five grade levels of home economics were offered.

Summary, Grade Levels of Home Economics Offered

More schools with increasing enrollment in home economics offered Home Economics III and IV, and more schools with decreasing enrollments in home economics offered only Home Economics I and II.

TABLE 2

GRADE LEVELS OF HOME ECONOMICS OFFERED IN THE 31 INCREASING AND IN 38 OF THE 40 DECREASING-ENROLLMENT HIGH SCHOOLS

Grade-Levels of Home Economics Offered	Home Economics Enrollment			
	Increasing		Decreasing	
	n	%	n	%
One	0	0	0	0
Two	4	12.9	7	18.4
Three	16	51.6	17	44.7
Four	11	35.5	13	34.2
Five	0	0	1	2.6
Total	31	100.0	38	99.9

Home Economics, Number Enrolled at Different Grade Levels

Table 3 shows that the greatest percent of enrollment was in the ninth grade -- with 1,424 of the 2,130 students in the sample, or 66.9 percent. The percent of enrollment drops sharply at the tenth and eleventh grade-levels. There was a virtual plateau in home economics enrollment from the eleventh to the twelfth grades.

Increased-Enrollment Schools

A slightly higher percent of the girls from increasing-enrollment schools had taken home economics in the eighth grade. The decline in enrollment in home economics is less in the increasing-enrollment school group at the eleventh and twelfth grades than in the decreasing-enrollment group.

Decreased-Enrollment Schools

In the schools where home economics enrollment was decreasing, a higher percent of girls were enrolled at the ninth grade, 69.1 as compared with 63.7 percent where enrollment was increasing. A slightly higher percent of the girls from these schools had taken home economics in the seventh grade.

Summary, Enrollment at Different Grade Levels

The increasing-enrollment schools retained a larger percent of the students from 10th through 12th grades than the decreasing-enrollment schools -- even though the decreasing-enrollment schools had a larger percent of enrollment in the 9th grade.

TABLE 3

NUMBER OF SENIOR GIRLS IN THE SAMPLE WHO DID OR DID NOT ENROLL IN HOME ECONOMICS AT THE DIFFERENT GRADE LEVELS IN THE SCHOOLS WHERE ENROLLMENT IN HOME ECONOMICS WAS INCREASING OR DECREASING

Grade Levels	Home Economics Enrollment					
	Increasing School Enrollment		Decreasing School Enrollment		Total Enrollment Sample	
	n	%	n	%	n	%
Seventh grade						
None	815	93.0	1,154	92.0	1,969	92.4
Some	17	1.9	28	2.2	45	2.1
Year	44	5.1	72	5.8	116	5.5
Total	876	100.0	1,254	100.0	2,130	100.0
Eighth grade						
None	767	87.6	1,058	84.4	1,825	85.7
Some	25	2.8	88	7.0	113	5.3
Year	84	9.6	108	8.6	192	9.0
Total	876	100.0	1,254	100.0	2,130	100.0
Ninth grade						
None	304	34.7	369	29.4	673	31.6
Some	14	1.6	19	1.5	33	1.5
Year	558	63.7	866	69.1	1,424	66.9
Total	876	100.0	1,254	100.0	2,130	100.0
Tenth Grade						
None	466	53.2	632	50.4	1,098	51.6
Some	5	.6	17	1.4	22	1.0
Year	405	46.2	605	48.2	1,010	47.4
Total	876	100.0	1,254	100.0	2,130	100.0
Eleventh grade						
None	576	65.8	895	71.4	1,471	69.1
Some	7	.8	21	1.6	28	1.3
Year	293	33.4	338	27.0	631	29.6
Total	876	100.0	1,254	100.0	2,130	100.0
Twelfth grade						
None	582	66.4	929	74.1	1,511	70.9
Some	17	2.0	22	1.7	39	1.9
Year	277	31.6	303	24.2	580	27.2
Total	876	100.0	1,254	100.0	2,130	100.0

Grades

The girls from both groups who had had home economics had a 4.44 (between "about equal B's and C's" and "mostly B's" categories) all-school-subject grade average. The girls from decreasing-enrollment schools who had not had home economics in high school had a 4.02 average ("about equal B's and C's"), and the girls from increasing-enrollment schools who had not had home economics had an all-school-subject grade of 3.40 (between "mostly C's" and "about equal B's and C's").

Students from both enrollment groups had larger percentages of lower grades in all-school-subjects and in home economics when they had had more than two years of home economics at the high school level.

Increasing-Enrollment Schools

As can be noted from Table 4, students from increasing-enrollment schools had the highest percent of A's in all-school subjects when they had had home economics in junior high only. The second highest percent of A's was achieved when they had had home economics in the 9th grade only. The highest percent of A's in home economics was achieved by the group of students in increasing-enrollment schools when they had had home economics in the 9th grade only.

Decreasing-Enrollment Schools

Students from decreasing-enrollment schools had the highest percent of A's in all-school-subjects when they had had home economics at the junior-high and the 9th grade levels. The highest percent of A's in home economics was achieved by the students who had had home economics in the 9th grade only.

Summary, Grades Received

Students who had had some home economics had higher all-school-subject grade averages than students who did not take home economics. The students who had the highest all-school grade usually had some home economics at the upper level of junior high and/or at the 9th grade level in high school. Generally speaking, there was a higher percent of A's and B-A's given in home economics than in other subjects taken in high school.

TABLE 4

ALL-SCHOOL-SUBJECTS AND HOME ECONOMICS GRADE-POINT AVERAGES FOR STUDENTS FROM INCREASING- AND DECREASING-ENROLLMENT SCHOOLS HAVING TAKEN VARYING AMOUNTS OF HOME ECONOMICS

Amount of Home Economics	Grade-Point Average														Total
	D		D-C		C		C-B		B		B-A		A		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Girls with some home economics in junior high															
Increasing															
Over-all average	0		0		2	8.7	5	21.7	2	8.7	9	39.2	5	21.7	23
Home Ec. average	0		0		1	8.3	0		4	33.3	5	41.7	2	16.7	12
Decreasing															
Over-all average	0		2	2.8	9	12.7	18	25.4	13	18.3	16	22.5	13	18.3	71
Home Ec. average	0		0		2	3.8	9	17.0	11	20.8	13	24.5	18	34.0	53
Girls with junior high and 9th grade home economics only															
Increasing															
Over-all average	0		1	3.7	2	7.4	9	33.3	8	29.7	4	14.8	3	11.1	27
Home Ec. average	0		0		5	17.9	2	7.0	5	17.9	8	28.6	8	28.6	28
Decreasing															
Over-all average	0		2	4.9	4	9.7	8	19.5	9	22.0	8	19.5	10	24.4	41
Home Ec. average	0		0		4	9.7	4	9.7	12	29.3	9	22.0	12	29.3	41
Girls with 9th grade home economics only															
Increasing															
Over-all average	1	.8	7	5.5	14	10.9	32	25.0	23	18.0	27	21.1	24	18.7	128
Home Ec. average	1	.8	1	.8	13	10.2	26	20.3	19	14.8	28	21.9	40	31.2	128
Decreasing															
Over-all average	1	.6	7	3.9	21	11.7	42	23.5	42	23.5	37	20.7	29	16.1	179
Home Ec. average	0		1	.6	16	9.1	24	13.7	33	18.9	37	21.1	64	36.6	175
Girls with 9th and 10th grade home economics only															
Increasing															
Over-all average	0		4	5.1	8	10.1	21	26.6	10	12.7	26	32.8	10	12.7	79
Home Ec. average	0		0		5	6.2	10	12.5	21	26.2	29	36.3	15	18.8	80
Decreasing															
Over-all average	1	.5	15	7.9	29	15.2	54	28.3	31	16.2	48	25.1	13	6.8	191
Home Ec. average	2	1.0	7	3.6	22	11.5	30	15.6	44	22.9	36	18.8	51	26.6	192

TABLE 4 (continued)

Amount of Home Economics	Grade-Point Average														Tot.
	D		D-C		C		C-B		B		B-A		A		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Girls with more than two years of home economics in high school															
Increasing															
Over-all average	1	.2	28	5.9	85	17.9	159	33.5	94	19.9	78	16.5	29	6.1	474
Home Ec. average	0		3	.7	15	3.6	84	19.9	100	23.7	121	28.7	99	23.4	422
Decreasing															
Over-all average	6	1.1	41	7.2	79	13.9	148	26.1	101	17.8	115	20.2	78	13.7	568
Home Ec. average	1	.2	9	2.0	34	7.5	64	14.0	93	20.4	113	24.8	142	31.1	456
Girls with junior high and more than two years of home economics in high school															
Increasing															
Over-all average	0		5	7.1	13	18.6	21	30.0	12	17.1	16	22.9	3	4.3	70
Home Ec. average	0		1	1.4	1	1.4	13	18.3	16	22.5	22	31.0	18	25.4	71
Decreasing															
Over-all average	0		15	12.3	23	18.9	36	29.5	21	17.2	21	17.2	6	4.9	122
Home Ec. average	0		4	3.2	10	8.1	22	17.9	31	25.2	28	22.8	28	22.8	123

Factor: Quality of the Home Economics Program

In the research project the quality of the home economics program was judged by the learning acknowledged by the students (in subject matter, in needs met, in social and emotional development, etc.), by the physical facilities available for laboratory and other types of learning settings, by the attractiveness of home economics for girls with a range of intellectual abilities, and by the effectiveness of the home economics teacher in the educational environment.

Student Response

Part II of the Questionnaire

In Part II of the questionnaire, which was completed by the students who had elected to enroll in home economics in high school beyond that which was required, five items were related to the quality of the program. Table 5 is a summary of the findings.

These five items related to the quality factor received the greatest response from the students in both of the enrollment groups.

TABLE 5

RANKED RESPONSE TO THE FIVE QUALITY ITEMS ON PART II OF THE QUESTIONNAIRE BY STUDENTS FROM BOTH ENROLLMENT GROUPS WITH HOME ECONOMICS BEYOND THE REQUIRED AMOUNT IN HIGH SCHOOL

Item	Description	Enrollment Increasing Percent	Enrollment Decreasing Percent	Rank
13.90	Was of value now and will be helpful in the future	68.0	57.0	1
13.91	Learned the things I needed to know	65.0	55.0	2
13.89	Home economics is good preparation for marriage	40.0	34.0	3
13.88	Gave us the opportunity to develop leadership	39.0	30.0	4
13.92	Was a challenging course	30.0	22.0	5

In Table 25 in the Appendix, it can be observed that the percent of students from increasing-enrollment schools who responded to these five items was significantly greater than the responses made by girls from decreasing-enrollment schools.

Part III of Questionnaire

For those students who decided not to enroll in home economics in high school beyond that which was required, there were ten items in Part III of the student-questionnaire for them to check which related to the factor of quality of the home economics program. Table 6 contains a summary of the findings.

TABLE 6
RANKED RESPONSES OF STUDENTS FROM BOTH ENROLLMENT GROUPS TO THE TEN QUALITY ITEMS IN PART III OF THE QUESTIONNAIRE

Item	Description	Enrollment		Rank
		Increasing	Decreasing	
		Percent	Percent	
17.110	Other courses were more interesting	10.0	18.0	1
17.115	Can learn homemaking at home	8.0	12.0	2
17.112	Too much teaching of the things I know	2.0	8.0	3
17.113	Not interested in the material covered	3.0	5.0	4
17.117	Home economics is not a very challenging course	2.0	6.0	5
17.109	Not much choice in what I want to study	1.0	4.0	6
17.114	Material learned is of little value to me	0.3	3.0	7
17.116	Has too many outside activities	1.0	2.0	8
17.111	Classes are too crowded for the space	0.4	2.0	9
17.108	Equipment and the room are out-dated	0.2	1.0	10

The larger percent of students who checked these items was from schools with decreasing enrollment in home economics. The percent of response on most of these ten items was low. But, these qualities were influencial to a small percent of the students and more so to the group of students from decreasing-enrollment schools.

Girls from decreasing-enrollment schools checked these ten items in significantly greater numbers than did girls from increasing-enrollment schools. (Appendix, Table 26.)

Part I of Questionnaire

"Topics" in Home Economics

Part I of the student questionnaire had 74 Topics related to objectives in eight areas of home economics subject matter. The students were to check each item as to the "Amount of Help" they had received in high school on each of these Topics, and if they "Wish for Some or More."

Seven Topics ranked highest in the "Much" help recieved for all of the students in the study. The first five Topics were within two areas of home economics (clothing-and-grooming and foods-and-nutrition). These Topics were ranked highest by students (35 to 43 percent response). The Topics were:

Topic Number	Description	Increasing	Decreasing
2.12	"Making myself well-groomed and attractive"	✓	✓
2.10	"Caring for clothing -- keeping clean and neat, laundering, mending"	✓	✓
3.20	"Cooking food"	✓	✓
3.21	"Serving food"	✓	
3.25	"Learning about the food I need every day"		✓
7.61	"Getting along well with friends"	✓	
7.63	"Preparing for marriage"		✓

Five other Topics received the fewest number of checks in the "Much" help column. These Topics were:

Topic Number	Description	Increasing	Decreasing
1.5	"Finding out about groups in the community that work with children"	✓	✓
2.17	"Making draperies, slipcovers, etc., for the home"	✓	✓
3.28	"Preparing and serving foods from different countries"	✓	✓
6.51	"Learning about housing in the community"	✓	
7.59	"Finding out about community agencies that help families"		✓

These five Topics were also checked with a high response (36 to 50 percent) in the "None" category on the questionnaire by both groups.

Ten to 14 percent of the students checked the "Wish for Some or More" and "None" combination categories on the following Topics:

Item Number	Description	Increasing	Decreasing
1.6	"Caring for mother after baby is born"	✓	✓
2.17	"Making draperies, slipcovers, etc., for the home"	✓	✓
3.28	"Preparing and serving foods from different countries"	✓	✓
1.7	"Caring for mother and baby"	✓	
6.53	"Painting, refinishing, or making over furniture"	✓	
1.8	"The responsibilities of a baby sitter"		✓

When the data were analyzed for the students who had had some home economics in high school and whether or not they checked the "Wish for Some or More" column, it was found in both enrollment groups that there were significantly higher mean values for the 74 "Topics" achieved by students who did not check this column. When the students had had no home economics in high school, there were very few significantly different mean values (10 for the increasing and 11 for the decreasing-enrollment groups) between the students who checked or did not check the "Wish for Some or More" column. Thus, it appeared as if the students from both enrollment groups with some home economics were satisfied with the amount of help received in home economics as judged by the response to the 74 "Topics" for the group with the higher averages did not check the "Wish for Some or More" column on the questionnaire.

Twenty significantly higher mean "Topics" were achieved by the increasing-enrollment group when the students from both enrollment groups did not check the "Wish for Some or More" column. There were 23 significantly higher mean "Topics" in the increasing-enrollment group when the students from both enrollment groups checked the "Wish for Some or More" column. The greatest number of significant difference "Topics" were in the Foods and Nutrition and the Clothing and Grooming areas of home economics.

When the students had had some home economics and checked the "Wish for Some or More" column on the questionnaire, there were 19 of the 74 "Topics" with significantly higher mean values in the increasing-enrollment group. When the students had had some home economics and did not check the "Wish for Some or More" column, there were ten significantly higher means achieved by the increasing-enrollment group.

The mean values were computed for students from increasing- and decreasing-enrollment groups in different categories of home economics taken. Tables 27 and 28 in the Appendix summarize the findings. The ranking of the eight highest mean values for the 74 "Topics" by different categories can be noted in Tables 7 and 8.

TABLE 7

MEAN VALUES FOR THE HIGHEST RANKING "TOPICS" FOR ALL STUDENTS AND FOR STUDENTS WITH SOME HOME ECONOMICS AT THE DIFFERENT LEVELS

All Students		Some Home Economics		
$\bar{X}$	Topic	$\bar{X}$	Level(s)	Topic
3.15	2.12: Making myself well-groomed and attractive	3.78	7,8, & 9	2.12: Making myself well-groomed and attractive
3.07	2.10: Caring for clothing	3.56	7,8, & 9	3.29: Being well-mannered at the table and as hostess and guest
3.04	3.20: Cooking food	3.33	9 and 10	2.10: Caring for clothing
3.01	3.25: Learning about the food I need each day	3.33	7,8, & 9	3.20: Cooking food
2.90	3.29: Being well-mannered at the table and as hostess and guest	3.29	10, 11, &/or 12	2.12: See above
2.89	7.62: Planning for family recreation and entertaining	3.27	9 and 10	2.12: See above
2.88	3.21: Serving food	3.21	9 and 10	3.20: See above
2.86	7.60: Getting along well with family members	3.20	9 and 10	2.11: Making clothing

TABLE 8

MEAN VALUES FOR THE HIGHEST RANKING "TOPICS" WITH THE LEVELS OF HOME ECONOMICS TAKEN FOR THE INCREASING- AND DECREASING-ENROLLMENT GROUPS

Increasing			Decreasing		
$\bar{X}$	Levels	Topic	$\bar{X}$	Levels	Topic
4.00	7, 8 & 9	3.29: Being well-mannered at the table and as hostess and guest	3.63	7, 8 & 9	2.12: Keeping myself well-groomed and attractive
3.93	7, 8 & 9	2.12: Keeping myself well-groomed and attractive	3.50	7, 8 & 9	2.11: Making clothing
3.42	7, 8 & 9	6.54: Selecting colors and furnishings for the home	3.39	10,11 or 12	2.12: See above
3.38	7 and 8	1.9: Learning the meaning of discipline for children	3.38	7, 8 & 9	3.20: Cooking food
3.37	9 and 10	2.12: See above	3.38	7, 8 & 9	3.21: Serving food
3.36	7, 8 & 9	3.24: Managing time, energy, and money in planning, preparing, and serving family meals	3.24	9 and 10	2.10: Caring for clothing
3.32	9 and 10	3.21: Serving food	3.24	10,11 or 12	2.10: See above
			3.24	10,11 or 12	3.20: See above

The "Topics" where students acknowledged the greatest amount of help received were in the areas of Clothing and Grooming and Foods and Nutrition. It can be noted from Table 8 that the greatest range of objectives or "Topics" was acknowledged by the increasing-enrollment group and especially by the group of students who had had home economics at the 7th, 8th, and 9th grade levels or the 7th and 8th grade levels. The group from the decreasing-enrollment schools seemed to acknowledge the most help received in the "Topics" that were skill-centered.

The number of students that fell into the category involving the 7th, 8th, and 9th grade levels of home economics taken was very small. (Table 4). The fact of high and low means for these groups can also be noted in Table 28. Thus, for a very small number of students who had home economics at the 7th, 8th, and 9th grade levels, the students listed the "Topics" as having received much help.

Areas of Home Economics

As can be noted from Table 8, there were five areas of home economics where the means of the increasing-enrollment schools were significantly higher than the means of the decreasing-enrollment schools for those students who had had some home economics. These areas were: Child Growth and Development, Clothing and Grooming, Foods and Nutrition, Housing and Home Furnishings, and Consumer Education.

TABLE 9

DIFFERENCE OF MEANS FOR THE EIGHT HOME ECONOMICS AREAS BETWEEN GIRLS FROM INCREASING- AND GIRLS FROM DECREASING-ENROLLMENT SCHOOLS WHO HAVE HAD HOME ECONOMICS AT SOME GRADE LEVEL

Areas	Home Economics Enrollment						z	Level of Significance
	Increasing			Decreasing				
	Rank	$\bar{X}$	σ	Rank	$\bar{X}$	σ		
Child Growth and Development	6	2.50	0.66	6	2.42	0.63	2.00	.05
Clothing and Grooming	2	2.75	0.58	2	2.68	0.58	2.33	.02
Foods and Nutrition	1	2.85	0.63	1	2.78	0.64	2.33	.02
Health of the Family	4	2.63	0.70	4	2.59	0.68	1.00	
Home Management	3	2.66	0.74	3	2.62	0.76	1.00	
Housing and Home Furnishings	8	2.40	0.70	8	2.32	0.75	2.00	.05
Family Relationships	5	2.60	0.65	5	2.55	0.68	1.67	
Consumer Education	7	2.43	0.74	7	2.34	0.78	2.25	.03

The mean values for the eight areas of home economics were ranked by different categories in Tables 9 and 10. The Foods and Nutrition area had the highest mean values in all of the various categories. With the exception of the decreasing-enrollment group, the means of the Clothing and Grooming area ranked number 2. For all of the students in the study and for all of the students from the increasing- and the decreasing-enrollment schools, the Health of the Family area ranked 3rd. For the students from both of the enrollment groups and with some home economics taken, the Home Management area ranked number 3.

All of the areas had means or averages that ranged from 2.09 to 2.85. Therefore most of the students by their scores on the 74 "Topics" made averages that showed students acknowledged "Some" to "Much" help received in the eight areas of home economics.

TABLE 10

MEAN VALUES AND THEIR RANKS FOR THE EIGHT HOME ECONOMICS AREAS

Rank	All Students		Increasing group		Decreasing group	
	$\overline{X}$	Area	$\overline{X}$	Area	$\overline{X}$	Area
1	2.56	Foods and Nutrition	2.63	Foods and Nutrition	2.50	Foods and Nutrition
2	2.48	Clothing and Grooming	2.55	Clothing and Grooming	2.44	Family Relationships
3	2.46	Health of the Family	2.48	Health of the Family	2.43	Health of the Family
4	2.45	Family Relationships	2.47	Family Relationships	2.41	Clothing and Grooming
5	2.41	Home Management	2.46	Home Management	2.37	Home Management
6	2.26	Child Growth and Development	2.31	Child Growth and Development	2.21	Child Growth and Development
7	2.19	Consumer Education	2.26	Consumer Education	2.21	Consumer Education
8	2.15	Housing and Home Furnishings	2.21	Housing and Home Furnishings	2.09	Housing and Home Furnishings

The coefficient correlation was used to determine the degree of relationship between the eight home economics areas, the eight home economics areas, all-school-grade and home economics grade, and all-school-grade and home economics grade. For both enrollment groups, with and without home economics, there were positive relationships among all of the areas of home economics that were significant beyond the .01 level. (Appendix, Tables 29 and 30.) Thus, the students checked rather consistently in all areas as to the amount of help acknowledged in home economics.

The students with home economics in high school in both enrollment groups had positive-related grades with all-school-subject grades that were significant beyond the .01 level. As students achieved higher grades in all-school-subjects, they also achieved highers grades in home economics.

In both enrollment groups when the students had some home economics in high school, there were significant positive relationships (the .01 level) between the Clothing and Grooming and the Foods and Nutrition areas and home economics grades received. In the increasing-enrollment group, there was also a positive significant relationship for the Child Development area and home economics grade average.

With only one exception, the all-school-subject grades were negatively related to the amount of help acknowledged in the eight areas of home economics. The degrees of help acknowledged by students had significantly negative relationships with all-school-subject grades for the:

1. Increasing group, with home economics, in the areas of Child Growth and Development, Home Management, Housing and Home Furnishings, Family Relationships, and Consumer Education

2. Decreasing group, with home economics, in the areas of Child Growth and Development, Clothing and Grooming, Home Management, Housing and Home Furnishings, Family Relationships, and Consumer Education

3. Increasing group, without home economics, in the areas of Child Growth and Development, Clothing and Grooming, Foods and Nutrition, Home Management, Housing and Home Furnishings, and Consumer Education

4. Decreasing group, without home economics, in the areas of Child Growth and Development, Clothing and Grooming, Foods and Nutrition, Home Management, Housing and Home Furnishings, and Consumer Education.

In the increasing-enrollment group, the students without home economics in high school checked the amount of help received in the Consumer Education area so that a positively significant relationship with all-school-subject grade was established.

There were no tests of significance used to determine the degree of differences among the eight areas in home economics when the students checked or did not check the "Wish for Some or More" column, and when varying levels of home economics were taken. Figures 2 through 9 in the Appendix point out the general picture for these categories.

It can be noted that:

1. In general, the students who did not check the "Wish for Some or More" column had higher means than the group of students who checked the column.

2. The greatest variability in means in the areas occurred in the group that checked the "Wish for Some or More" column.

3. The greatest spread of means for the two-enrollment groups ("Wishers" and "Non-wishers") occurred in the category of 7th, 8th, and 9th levels of home economics taken.

4. The highest mean values and the levels of home economics taken were:

	Increasing			Decreasing		
Area	Checked	Non-wishers	Levels	Checked	Non-wishers	Levels
Child Dev.		✓ *	10,11 or 12		✓	10,11 or 12
	✓		9 and 10	✓		9 and 10
Clo.& Gro.		✓ *	7, 8 and 9		✓	Some
	✓		9 and 10	✓		9 and 10
Foods & Nut.		✓ *	7, 8 & 9		✓	Some
	✓		9 and 10	✓		9 and 10
Health		✓ *	7, 8 and 9		✓	7 and 8
	✓		9 and 10	✓		9 and 10
Home Mgt.		✓ *	7, 8 and 9		✓	Some
	✓		9 and 10	✓		9 and 10
Housing		✓ *	Some		✓	Some
	✓		10,11 or 12	✓		9 and 10
Family Rel.		✓	7 and 8		✓*	7 and 8
	✓		Some	✓		9 and 10
Consumer Ed		✓	Some		✓ *	7 and 8
	✓		7, 8 and 9	✓		9 and 10

* Designates highest mean for each area.

Summary of Student Responses to the Quality Factor

1. Students from increasing-enrollment schools in significantly larger numbers took home economics because it: a) was of value now and helpful in the future; b) gave them the opportunity to learn things they needed to know; c) was good preparation for marriage; d) gave them a good opportunity to develop leadership; and e) was a challenging course.

2. Students from decreasing-enrollment schools in significantly larger portions did not take home economics in high school (beyond what was required) because: a) other courses were more interesting; b) can learn homemaking at home; c) too much teaching of the things I know; d) not interested in the material covered; e) home economics is not a very challenging course; f) not much choice in what I want to study; g) material learned is of little value to me; h) has too many outside activities; i) classes are too crowded for the space, and j) equipment and the room are out-dated.

3. Of the 74 Topics in Part I of the questionnaire, students from both enrollment groups checked that they had received "Much" help in three of these Topics: a) "Making myself well-groomed and attractive"; b) "Caring for clothing -- keeping

clean and neat, laundering, mending"; and c) "Cooking food". As can be noted, these three Topics are related to the clothing-and-grooming area and the foods-and-nutrition area of home economics. The students also checked these items highest in the "Wish for Some or More" column.

4. Both enrollment groups checked that they had received the least help in three Topics: a) Finding out about groups in the community that work with children"; b) "Making draperies, slipcovers, etc., for the home"; and c) "Preparing and serving foods from different countries." Ten to 14 percent checked the "Wish for Some or More" column for the last two Topics -- one in the clothing-and-grooming area, and one in the foods-and-nutrition area of home economics.

5. The highest means for the 74 "Topics" in home economics for all students were: a) "Making myself well-groomed and attractive; b) "Caring for clothing"; c) "Cooking food"; and d) "Learning about the food I need each day." The mean values for these four "Topics" ranged from 3.01 to 3.15 which designates that students acknowledged that had received "Some" help on each of the "Topics". These "Topics" were in the Clothing and Grooming and Foods and Nutrition areas.

6. Students from increasing-enrollment schools who had had home economics ranked the following Topics highest: a) "Being well-mannered at the table and as a guest; b) "Keeping myself well-groomed and attractive"; c) "Selecting colors and furnishings for the home"; and d) "Learning the meaning of discipline for children." The means were sufficiently high to show that these students acknowledged from "Some" to "Much" help received for each of these Topics.

Most of these high means came from questionnaires of students who had had home economics in the 7th, 8th, and 9th grades or at the 7th and 8th grade levels. These "Topics" were in the Foods and Nutrition, Clothing and Grooming, Housing and Home Furnishings, and Child Growth and Development areas of home economics.

7. Students from decreasing-enrollment schools who had had home economics in schools who had had home economics in school ranked the following "Topics" highest: a) "Keeping myself well-groomed and attractive"; b) "Making clothing"; c) "Cooking food"; and d) "Serving food." These "Topics" had means sufficiently high to see that students acknowledged receiving from "Some" to "Much" help for each of them.

The levels of home economics that were taken by students to obtain these high means were the 7th, 8th and 9th combination of home economics and the 10th, 11th and/or 12th grades combination. These high means "Topics" were in the Clothing and Grooming and Foods and Nutrition areas of home economics.

8. In five areas of home economics the means were significantly higher for the increasing-enrollment group when the students had had home economics in high school.

9. The Child Growth and Development, Consumer Education, and Housing and Home Furnishings areas of home economics ranked lowest in amount of help acknowledge in the study.

Principal Response

The factor of quality of the program in home economics ranked first in number of responses made by principals. The 111 reactions of the principals regarding the influence of the quality of the program on the election or non-election of home economics were 41.4 percent of all reactions made by the 52 principals. (Table 11.) Seventy-eight of the total responses (54.5 percent) indicated that the "goodness" of the quality of the program influenced students to elect home economics. Thirty-three of the 111 reactions (27.3 percent) of the principals indicated that lack of quality influenced the students not to take home economics.

Nineteen of the reactions indicated that the personal qualities of the teacher and the teaching procedure the teachers used were important factors influencing the student to elect home economics. Eight of the group praised their teachers for having desirable personal qualities, and 11 said that the teaching procedures of their home economics teachers were excellent.

Another group of 18 statements made by the 52 principals revealed that enrollment was low in their schools, and they concluded that a lack of desirable personal qualities and a lack of good teaching procedures influenced the enrollment in home economics in their schools.

The principals made a total of 41 statements concerning the worthwhileness of home economics subject matter in meeting the students' present interest and needs, in helping prepare them for marriage, and in preparing them to meet other future responsibilities.

Summary of Quality Statements by Principals

The principals wrote more statements related to the quality of the program than to any other factor. Seventy-eight of the 111 responses were of qualities in the program that attracted students to take home economics. Teaching procedures and personal qualities of the home economics teachers greatly influenced enrollments, according to these principals.

The responses of the principals indicated that the subject matter taught was also influencing enrollment in home economics. They saw quality in subject matter when students were prepared for marriage, learned basic skills, and when the needs and interests of the students were met.

Teacher Response

Eighty-six statements were written by home economics teachers which related to the quality of the program and its effect on students electing to enroll or not to enroll in home economics in high school. This response gave a rank of 1 to the number of times this factor was listed. (Table 12.)

A total of 70 responses from home economics teachers indicated that the quality of the program was the outstanding factor which they believed influenced students to elect home economics. The teachers placed little or no significance to the importance of personal qualities and teaching procedures of the teacher as being influential toward enrollment. Rather, they felt home economics subject matter itself had the most influence on the girls' electing to enroll.

TABLE 11

FACTORS INFLUENCING ELECTION OR NON-ELECTION OF HOME ECONOMICS IN HIGH SCHOOL, AS INDICATED BY 52 PRINCIPALS

Factors	Influence on Home Economics Enrollment				Total	
	Favorable		Unfavorable			
	n	%	n	%	n	%
I. Junior High	1	0.7	2	1.6	3	1.1
II. Pressures						
A. Individuals						
1. Home economics teachers	10		-		10	
2. Parents	4		6		10	
3. Peer group	3		1		4	
4. Other school personnel	4		2		6	
5. Self (I like)	-		-		-	
6. Prestige	-		-		-	
B. Home Economics career planned	3		1		4	
C. Easy - improve grade average	2		1		3	
D. Science requirement	4		9		13	
E. Background for many fields	-		-		-	
F. Other career planned	-		3		3	
G. Meeting college requirements	-		11		11	
H. Increased requirement for graduation	1		4		5	
Total	31	21.7	38	31.4	69	25.7
III. Schedule						
A. Increased requirement for graduation	1		-		1	
B. Preference of other fields	2		13		15	
C. Science requirement met with Home Economics	1		-		1	
D. No conference period	-		-		-	
E. More subjects offered	-		6		6	
F. Additional period in day	-		-		-	
G. Not much other choice	-		-		-	
H. Schedule conflicts	1		6		7	
Total	5	3.5	25	20.7	30	11.2
IV. Quality of the Program						
A. Teacher						
1. Personal qualities	8		6		14	
2. Teaching procedures	11		12		23	
a. Interesting	(2)		(9)			
b. Challenging	(3)		-			
c. Variety in experience	(3)		-			
d. Well-planned	(3)		(3)			

TABLE 11 (continued)

IV. Quality of Program (continued)	Favorable		Unfavorable		Total	
B. Home economics subject matter						
1. All phases	-		-		-	
2. Preparation for marriage	7		-		7	
3. Likes, interests, needs	12		3		15	
4. Different	2		-		2	
5. Valuable in future	13		-		13	
6. Skills	9		2		11	
C. Enrichments						
1. F.H.A.	2		-		2	
2. Adult	1		-		1	
D. Laboratory	7		8		15	
E. Personal development						
1. Leadership	2		-		2	
2. Practical	2		1		3	
F. Home projects	2		-		2	
G. Summer employment	-		-		-	
H. Expense	-		-		-	
I. Hard	-		1		1	
Total	78	54.5	33	27.3	111	41.4
V. Patterns						
A. Requirement	5		2		7	
B. Junior high	1		-		1	
C. Majority take	-		-		-	
D. Classes filled to capacity	5		-		5	
E. More needs to be offered	1		5		6	
F. Classes include boys	1		-		1	
Total	13	9.1	7	5.8	20	7.5
VI. Attitudes						
A. People	-		-		-	
1. Parent	-		5		5	
2. Home economics teacher	3		-		3	
3. School personnel	-		1		1	
4. Peer group	-		1		1	
B. Concerning the program	2		1		3	
1. Easy	2		1		3	
2. Popular	8		7		15	
Total	15	10.5	16	13.2	31	11.6
VII. Unclassified						
Total	0		0		4	1.5
Total	143	100.0	121	100.0	268	100.0

TABLE 12

FACTORS INFLUENCING ELECTION OR NON-ELECTION OF HOME ECONOMICS IN HIGH SCHOOL AS INDICATED BY 69 HOME ECONOMICS TEACHERS

Factors	Influence on Home Economics Enrollment				Total	
	Favorable		Unfavorable			
	n	%	n	%	n	%
I. Junior-high home economics	-	-	-	-	-	-
II. Pressures						
A. Individuals						
1. Home economics teacher	-		1		1	
2. Parents	4		-		4	
3. Peer group	2		1		3	
4. Other school personnel	4		5		9	
5. Self (I like)	-		-		-	
6. Prestige	-		-		-	
B. Home economics career planned	3		-		3	
C. Easy - Improve grade average	1		-		1	
D. Science requirement	-		9		9	
E. Background for many fields in college	1		-		1	
F. Other career planned	-		3		3	
G. Meeting college requirement	-		3		3	
H. Increased requirement for graduation	-		9		9	
Total	15	13.5	31	34.4	46	22.9
III. Schedules						
A. Increased requirement for graduation	2		7		9	
B. Preference of other fields	-		8		8	
C. Science requirement met	3		3		6	
D. No conference period	-		1		1	
E. More subjects offered	-		2		2	
F. Additional period in day	1		-		1	
G. Not much other choice	2		1		3	
H. Conflicts	-		4		4	
Total	8	7.2	26	28.9	34	16.9
IV. Quality of the Program						
A. Teacher	-		-		-	
1. Personal qualities	-		1		1	
2. Teaching procedures	-		-		-	
a. Interesting	3		-		3	
b. Challenging	2		-		2	
c. Variety in experiences	2		-		2	
d. Well planned	-		1		1	

TABLE 12 (continued)

IV. Quality of Program (continued)	Favorable		Unfavorable		Total	
B. Home economics subject matter						
1. All phases	9		1		10	
2. Preparation for marriage	13		-		13	
3. Meets likes, interests, needs	8		2		10	
4. Different	1		-		1	
5. Valuable in future	7		-		7	
6. Family living - boys	1		-		1	
7. Skills	5		-		5	
C. Enrichments						
1. F.H.A.	7		-		7	
2. Adult	-		-		-	
D. Laboratory	6		7		13	
E. Personal development	-		-		-	
1. Leadership	1		-		1	
2. Practical	-		-		-	
F. Home projects	3		1		4	
G. Summer employment	2		-		2	
H. Expense	-		2		2	
I. Hard	-		1		1	
Total	70	63.1	16	17.8	86	42.8
V. Patterns						
A. Requirement	1		-		1	
B. Junior high	2		2		4	
C. Majority take	3		-		3	
D. Classes filled to capacity	4		-		4	
E. More needs to be offered	-		1		1	
Total	10	9.0	3	3.3	13	6.5
VI. Attitudes (feeling toward)						
A. Expression of individual's attitudes	-		1		1	
1. Parents	3		3		6	
2. Home economics teacher	-		-		-	
3. School personnel	1		5		6	
4. Peer group	-		1		1	
B. Concerning the program	-		-		-	
1. Easy	1		-		1	
2. Popular	-		-		-	
3. Meets needs	-		2		2	
4. Want to take	1		-		1	
5. Academic	-		2		2	
C. Communications	2		-		2	
Total	8	7.2	14	15.6	22	10.9
Total	111	100.0	90	100.0	201	100.0

The home economics teachers suggested that the home economics courses were "Good preparation for marriage," "Met students' needs, interests, and likes," "Prepared students for the future," and "Contributed to all areas of home living." These contributions, they said, influenced the girls to elect the subject in high schools. Forty-four of the 86 responses centered on subject matter in home economics.

Sixteen responses were made that the home economics teachers attributed to poor quality of the program -- thus influencing students not to enroll. Inadequate laboratory facilities was most often given as having an unfavorable influence on enrollment.

Summary of Quality Statements by Teachers

Home economics teachers wrote more statements related to quality of the program than any other factor affecting enrollment. Most of the statements were influences related to why girls elected to take home economics.

Very few statements related to teaching procedures and the personal qualities of the home economics teacher. Forty-four of the 86 total-quality statements related to the subject matter taught. The teachers thought that home economics was good preparation for marriage, prepared girls for the future, and met the needs, interests, and likes of the students.

The FHA activities and the attractiveness of the facilities were also listed as influencing enrollment in home economics.

Interview Responses

In terms of the number of responses classified under quality of the program, the factor is the most significant one found in the interviews. A total of 166 statements regarding quality gave it a rank of 1. (Table 13.)

TABLE 13

NUMBER OF PERSONS INTERVIEWED WHO MENTIONED EFFECT OF THE QUALITY OF THE HOME ECONOMICS PROGRAM ON ENROLLMENT OR NON-ENROLLMENT IN HOME ECONOMICS

Quality Factor	Groups						Total	
	Students		School Personnel		Parents			
	Inc.	Decr.	Inc.	Decr.	Inc.	Decr.	n	%
A. Teacher								
1. Personal qualities								
a. Easy to get along with	1						1	
b. Helps students with personal problems	3	1	2				6	
c. Students like	3	2	1				6	
d. Enthusiastic					1		1	
e. Gracious, friendly				1			1	
f. Accepted by students			1				1	
g. Cooperates with school and community			6	3	1		10	
Sub-total	7	3	10	4	2		26	15.7

TABLE 13 (continued)

Quality Factor	Groups						Total	
	Students		School Personnel		Parents			
	Inc.	Decr.	Inc.	Decr.	Inc.	Decr.	n	%
2. Teaching procedures								
a. Capable, excellent, outstanding	7	1	5	5	2	1	21	
b. Teacher is the department; department is as strong as the teacher			1	2			3	
c. Knows so much	1						1	
d. Has us work hard	1						1	
e. Has us solve problems	1						1	
f. Is improving the department			1				1	
Sub-total	10	1	7	7	2	1	28	16.9
B. Home economics subject matter								
a. Preparation for marriage	10	8	8	4	1	1	32	
b. Develops skills	5	3	2	6		2	18	
c. Teaches better management		3	1	1	2	1	8	
d. Useful now and the the future	1	1	2	1			5	
e. Helps with decision making	1		1			1	3	
Sub-total	17	15	14	12	3	5	66	39.8
C. Enrichments								
1. Has an FHA	1	2	1	1	1		6	
2. Adult classes			2			2	4	
Sub-total	1	2	3	1	1	2	10	5.9
D. Laboratory								
1. Adequate physical facilities	3	6	4	3	1		17	
2. Physical facilities need improvement	2	2	2	3			9	
3. Attractive and home-like	5	1	1				7	
4. Crowded		1		2			3	
Sub-total	10	10	7	8	1		36	21.7
Total Number	45	31	41	32	9	8	166	100.0
Percent of Total	27.1	18.7	24.7	19.3	5.4	4.8		100.0

The outstanding items mentioned were those related to subject matter in home economics. Such items as "Preparation for marriage" and "Develops skills" were mentioned 66 times, 39.8 percent. Of these 66 reactions 32 (or 45 percent) listed "Preparation for marriage" as being a value in taking home economics. In both increasing- and decreasing-enrollment schools, this item was most often mentioned and was the largest response given by students and school personnel in both school groups.

The teacher and teaching procedures were the second most-often mentioned item in the quality of a good program. A total of 54 responses were either of a personal quality of teaching procedures as being important to enrollment. The most significant item under teaching procedures was the home economics teacher is "Capable, excellent, and outstanding." These traits were listed by students, school personnel, and parents in the increasing-enrollment schools and by school personnel and parents in the decreasing-enrollment schools. Fourteen of the persons interviewed made these observations in increasing-enrollment schools as compared with seven in the decreasing-enrollment schools.

The personal quality of the teacher most often mentioned was "She cooperates with the school and community." However, this trait was mentioned by the school personnel group and parent group rather than by the students. In the increasing-enrollment schools the students most often said, "I like the teacher" and "The teacher helps students with their personal problems," while in the decreasing schools, more students said they "Liked the teacher."

The third-ranking groups under the quality factor was the laboratory, with 36 reactions. The largest number, 17 mentioned that there were adequate physical facilities. There were three student reactions in this category from increasing schools and six student reactions from the decreasing-enrollment schools, among the school personnel the greatest number of reactions stated that the physical facilities were adequate, while an equal number in the decreasing schools mentioned this fact as well as that the physical facilities needed improving.

The enrichment phase of the home economics program was mentioned by 10 people. There were six statements regarding the FHA, three from increasing, and three from decreasing-enrollment schools. Four of the persons interviewed mentioned adult classes as being a part of the home economics program -- two from increasing, and two from decreasing-enrollment groups.

Summary of Quality Statements by Interviewees

The greatest number of statements made by the persons interviewed related to the quality of the home economics program. The greatest number of these statements centered on the subject matter being taught. The people believed that home economics was good preparation for marriage and taught the basic skills (66 statements).

Also a total of 54 statements related to the personal qualities and teaching procedures of the home economics teachers and their influence on enrollment in home economics. The physical facilities were mentioned 36 times as being a contributing factor to the quality to the program.

Factor: Influence of Pressures

What forces were exerted on high school students to influence their electing to enroll or not to enroll in home economics? Fourteen items in Parts II (for those who elected to enroll) and III (for those who elected not to enroll) of the questionnaire were classified as pressure items.

The principals and home economics teachers responded with sufficient statements related to pressures to rank this factor second only to the quality of the home economics program factor.

Student Response

Part II of Questionnaire

In Part II of the questionnaire, seven items were related to the pressure factor. Table 14 contains a summary of the findings.

Item 11.83 "I wanted to take it" ranked first in number of students who responded to any of the 43 items on Parts II and III of the student-questionnaire. Most students in the study elected to enroll in home economics (beyond what was required) because they wanted to do so. This finding was true for girls from both enrollment groups.

The parents of students from increasing- and decreasing-enrollment schools wanted their daughters to enroll in home economics. Also, the peer groups' acceptance of home economics influenced approximately one-fifth of the group to enroll in home economics. The other five pressure items received a small response from the groups; but, for some girls, the home economics teacher, the principal, college majoring plans, and the guidance counselors influenced them to elect home economics as a subject in high school.

TABLE 14

RANKED RESPONSES TO THE SEVEN PRESSURE ITEMS ON PART II OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO ENROLLED IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item	Item Description	Enrollment Increasing Percent	Enrollment Decreasing Percent	Rank
11.83	"I wanted to take it"	71.0	60.0	1
11.77	"Parents wanted me to take home economics"	35.0	30.0	2
11.82	"Most girls take it"	19.0	18.0	3
11.79	"I took it because of the home economics teacher"	8.0	5.0	4
11.80	"The principal thought I should take it"	5.0	4.0	5
11.78	"Plan to major in home economics in college"	3.0	4.0	6.5
11.81	"Guidance counselor thought I should take it"	5.0	2.0	6.5

The students from schools with increasing enrollment in home economics responded to four of these items in significantly larger numbers. (Appendix, Table 25.) More girls from these increasing-enrollment schools took home economics because: "I wanted to take it"; "My parents wanted me to take home economics"; "I took it because of the home economics teacher"; and "The guidance counselor thought I should take it."

Part III of the Questionnaire

There were seven items in Part III of the questionnaire (for those students who elected not to enroll in home economics, beyond that which was required) which related to the pressure factors. The responses to these items are tabulated in Table 15.

TABLE 15

RANKED RESPONSES TO THE SEVEN PRESSURE ITEMS IN PART III OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO DID NOT ENROLL IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item	Item Description	Enrollment		Rank
		Increasing	Decreasing	
		Percent	Percent	
15.96	"Liked home economics, but wanted other subjects"	12.0	19.0	1
15.100	"I'm going to college; needed to take other subjects"	10.0	13.0	2
15.101	"Parents didn't think I needed home economics"	4.0	6.0	3
15.99	"Friends were not enrolling in home economics"	2.0	4.0	4
15.97	"Principal advised me to take other subjects"	2.0	2.0	5
15.98	"Counselor advised me to take other subjects"	1.0	2.0	6
15.102	"Member of the crowd look down on home economics"	0.5	2.0	7

Students responded to two of the seven pressure items by the largest percent: "Liked home economics, but wanted other subjects" and "I'm going to college; needed to take other subjects." The percent of response to the other pressure items was very small.

The students from decreasing-enrollment schools checked four items in significantly larger portions. These items were: "Like home economics, but wanted other subjects"; "Going to college; needed to take other subjects"; "Members of the crowd look down on home economics," and "Counselors advised me to take other subjects." (Table 26, Appendix.)

Summary of Pressure Factor by Students

The pressure related to students wanting to take home economics was a determining factor in their taking home economics. Girls from increasing-enrollment schools chose to enroll in home economics because they "wanted to" do so in significantly greater numbers than girls from decreasing-enrollment schools.

The parents of students influenced their daughters to enroll in home economics; this influence was felt by a significantly greater portion of students from increasing-enrollment schools. The home economics teacher and the guidance counselor influenced some girls to enroll in home economics; girls from the increasing-enrollment schools checked these influences in significantly larger portions than did girls from decreasing-enrollment schools.

Even though some girls liked home economics, they elected to take other than home economics subjects in high school. One clue for non-enrollment was that going to college made the election of home economics less desirable. So preference for other subjects and college plans were influential pressures for non-election of home economics in high school. Girls from decreasing-enrollment schools checked these items in significantly larger numbers.

Principal Response

The 52 principals wrote 69 statements suggestive of pressures that influenced girls to elect or not to elect home economics in high school. Thirty-eight of the statements (31.4 percent) were about pressures that influenced girls not to elect home economics; [illegible] statements (21.7 percent) were of pressures for election of home economics. (Table 11.)

The outstanding pressure written by principals against electing home economics was that of meeting college requirements. The increased requirements for graduation (including the increased science requirements) also influenced some girls not to elect home economics, according to these principals.

The principals wrote that the home economics teacher was the greatest pressure factor influencing girls to elect to take home economics. Parents were mentioned as being influential for the election or the non-election of home economics at the high school level.

Summary of Pressure Statements by Principals

The increased requirements for graduation (including the increased science requirements) from high school and the meeting of requirements for college entrance were the two pressures that influenced girls not to elect home economics, according to the principals. They also indicated that the home economics teacher exerted the greatest pressure influence on girls to elect home economics in high school.

Teacher Responses

The teachers made 46 statements (22.9 percent) which related to the pressure factor. Thirty-one (34.4 percent) of the statements were of pressures that influenced girls not to elect home economics; 15 statements (13.5 percent) were statements of pressures for the election of home economics in high school. (Table 12.)

The outstanding pressure mentioned by this group of teachers was that home economics could not be taken by girls because of the increased requirements for high school graduation (including an increase in the science requirements). There were mixed feelings about the influence of other school personnel on election or non-election of home economics; some wrote that this group influenced girls to take home economics; other teachers thought that other school personnel influenced girls not to enroll in home economics.

Summary of Pressure Statements by Teachers

The increased requirements for graduation from high school (including the increased requirements in science) was the outstanding pressure influencing girls not to elect to take home economics in high school, according to statements by the home economics teachers. There was also some acknowledged influence of other school personnel on enrollment in home economics.

Interview Responses

Only 14 statements (Table 16) relating to pressures were made in the 76 interviews. Meeting college requirements and the meeting of requirements for high school graduation were mentioned as influencing students not to enroll in home economics in high school. All seven of these responses came from school personnel in decreasing-enrollment schools.

TABLE 16

NUMBER OF INTERVIEWEES IN THE SIX SCHOOLS WHO MENTIONED DIFFERENT PRESSURES AND THEIR EFFECT ON HOME ECONOMICS ENROLLMENT

Pressure Factor	Groups						Total	
	Students		School Personnel		Parents			
	Inc.	Decr.	Inc.	Decr.	Inc.	Decr.	n	%
Academic subjects first, if college bound	1			3			4	28.6
Background for many fields					1		1	7.1
Mother wants everyone to take home economics	1					1	2	14.3
Career in home economics planned	1	1					2	14.3
My group do not enroll in home economics		1					1	7.1
Added requirements make for a full Schedule				4			4	28.6
Total	3	2		7	1	1	14	100.0

Summary of Pressure Statements by Interviewees

College-entrance requirements and high school graduation requirements influenced some students not to take home economics in high school.

Factor: Influence of Schedule

What effect did the schedule have on enrollment or non-enrollment of girls in home economics in high school? Four items in Part II (for girls who elected to take home economics beyond the required amount) of the questionnaire were classified as schedule items.

Student Response

Part II of the Questionnaire

Four items in Part II of the questionnaire related to the factor of schedule. A summary of the findings for both enrollment groups is given in Table 17.

TABLE 17

RANKED RESPONSES TO THE FOUR SCHEDULE ITEMS IN PART II OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO ENROLLED IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item	Item Descriptions	Home Economics Enrollment		Rank
		Increasing Percent	Decreasing Percent	
12.87	"Could be scheduled with other courses"	20.0	17.0	1
12.84	Because home economics fit into my schedule"	15.0	16.0	2
12.86	"Needed credit for graduation"	7.0	8.0	3
12.85	"No other courses for me to take"	2.0	2.0	4

Girls from both enrollment groups seemed to indicate that enrollment in home economics was influenced by the schedule factor to the extent that they could schedule other courses with home economics and that home economics could be fitted into a schedule.

None of the four schedule items revealed significant differences between the two enrollment groups.

Part III of Questionnaire

Five items were included in Part III of the student-questionnaire which related to the schedule factor. A summary of the findings is contained in Table 18.

TABLE 18

RANKED RESPONSES TO THE FIVE SCHEDULE ITEMS IN PART III OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO DID NOT ENROLL IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item	Item Description	Home Economics Enrollment		Rank
		Increasing Percent	Decreasing Percent	
16.104	"My program was too full"	10.0	18.0	1
16.103	"Other courses prepare me for a job"	10.0	16.0	2
16.105	"Could not fit into schedule because of required courses	7.0	13.0	3
16.107	"Since it is required for a year, I had no time for additional"	1.0	3.0	4
16.106	"Not offered beyond what is required"	1.0	1.0	5

In four of the five schedule items, more students from decreasing-enrollment schools checked the items as influencing them not to enroll. Students from both enrollment groups checked that they did not enroll in home economics because their programs were too full, other courses prepared them for a job, and they could not fit into schedule because of required courses.

Four of the items checked by girls who had not elected to take home economics in high school (beyond what was required) revealed significant differences in the number of girls checking. Girls from decreasing-enrollment schools checked in significantly larger numbers that they did not elect to take home economics in high school because: my program was too full; other courses prepare me for a job; could not fit it into schedule because of required courses, and since it was required for a year there was no time left for additional. (Table 26, Appendix.)

Summary of Schedule Factor by Students

The schedule did not seem to be a distinguishing factor (for the two groups) as related to its influence on enrollment in home economics. But to the extent that home economics could be scheduled with other courses and that it fit into a student's schedule, schedules influenced some students to elect to take home economics.

There were four schedule factor items that a significantly larger number of girls from decreasing-enrollment schools checked as influencing them not to enroll in home economics in high school. These factors were: their programs were too full; other courses prepared them for a job; could not fit into schedule because of required course, and since home economics had been required for a year, they had no time for taking additional courses. The first three items were checked by a modest portion of the decreasing-enrollment group; the first two items were checked by only 10 percent of the girls from the increasing-enrollment group. (Table 26, Appendix.)

Principal Response

The principals reacted with a total of 30 statements indicating the schedules incluenced students to enroll or not to enroll in home economics in high school. (Table 11.) Thirteen of the 25 principals who made statements related to schedule and non-enrollment wrote that "students preferred other fields."

In addition, six statements indicated that conflicts in the schedule made enrollment in home economics classes impossible. Only five statements were written expressing a good influence of schedule on enrollment. These 30 reactions (11.2 percent) of the influence of schedule on enrollment gave this factor a rank of 4.

Summary of the Schedule Statements by Principals

Five times more statements were written by principals stating that the schedule was influencing girls not to be able to elect home economics than statements that indicated the schedule was influencing girls to elect home economics. These principals wrote that girls preferred other courses and would schedule them first. There was also some evidence of conflicts in the schedule which made enrollment in home economics impossible.

Teacher Response

There were 34 reactions by home economics teachers which related to the effect of schedule on election or non-election of home economics in high school. This response comprised 16.9 percent of the total reactions -- a rank of 3. (Table 12.)

Eight scheduling responses were favorable for the election of home economics; 26 statements indicated that schedules were responsible for a decrease in enrollment. Two outstanding reasons listed for not electing home economics were preference for other courses and the increased requirements for graduation (including the increased science requirements) which made it impossible for girls to schedule elective courses.

Summary of Schedule Statements by Teachers

Over three times as many statements were made by home economics teachers that the schedule was influencing girls not to be able to elect home economics than being able to take home economics. Home economics teachers wrote that preference for other fields and increased requirements for graduation (including the increased science requirements) were causing students not to take home economics in high school.

Interview Response

Only nine responses made by people being interviewed related to scheduling and enrollment in home economics. (Table 19.) This over-all response gave a rank of 5 to the scheduling factor.

TABLE 19

NUMBER OF PEOPLE INTERVIEWED WHO MENTIONED EFFECT OF SCHEDULE ON ENROLLMENT OR NON-ENROLLMENT IN HOME ECONOMICS

Schedule Factor	Groups						Total	
	Students		School Personnel		Parents			
	Inc.	Decr.	Inc.	Decr.	Inc.	Decr.	n	%
If college bound, cannot be fit into schedule	0	1	1	0	0	0	2	22.2
It is difficult to arrange schedules	0	1	1	2	0	0	4	44.4
I could not take because of the schedule	1	0	1	0	0	0	2	22.2
I tried to fix the schedule so more could enroll	0	0	0	1	0	0	1	11.1
Total	1	2	3	3	0	0	9	99.9

Of these nine statements, eight were reasons why students could not enroll in home economics because of schedule. "It is difficult to arrange the schedule" was mentioned by four people.

Summary of Schedule Statements by Interviewees

Very few remarks were made indicating the influence on enrollment or non-enrollment in home economics by the persons interviewed. Conflicts and difficulties in arranging schedules were voiced as influencing enrollment in home economics.

Factor: Influence of Attitudes

The statements made by principals and teachers in opinionnaires and by the persons interviewed were classified as attitudinal when the expression involved feeling toward a situation, a person, or the home economics department.

There were sufficient attitude responses made to give this factor a rank of 4.

Principal Response

In the 31 attitudinal statements made by the 52 principals, 15 were favorable toward the election of home economics and 16 were unfavorable, as can be seen in Table 11. A large number of favorable responses indicated that home economics was a popular course.

One-hundred forty-three (approximately 53%) of the total 268 statements made by principals were responses indicating influences which increased enrollment in home economics. This was considered an implication that the administrators believed a greater number of influences affect enrollment in home economics than affect non-enrollment in home economics.

Summary of Attitudes Statements by Principals

It is apparent that attitudes both favorable and unfavorable to home economics existed among the administrators. Implied favorable attitudes were indicated by the large percent of statements regarding influences favorable to election of home economics.

Teacher Response

The 69 home economics teachers made 22 responses (11%) indicating the influence of attitudes on election of home economics, Table 12. Eight expressions indicated that attitudes influenced girls to take home economics with parents' attitudes mentioned most often. Fourteen responses were of attitudes causing girls not to take home economics, with most references made to unfavorable attitudes toward home economics by school personnel.

Summary of Attitudes Statements by Teachers

The home economics teachers believed that attitudes were somewhat responsible for enrollment in home economics. Attitudes of parents were most often listed as contributing to increased enrollment and unfavorable attitudes of school personnel toward home economics were most often listed as influencing girls not to take home economics.

Interview Responses

Fifty-five (72.3 percent) of the 76 persons interviewed indicated they would recommend that students enroll in home economics. None of the remaining 45 percent indicated a completely negative response but qualified their recommendation by such statements as "if the girl is interested in home economics."

Twenty-three of the statements made indicated unfavorable attitudes; 19 came from persons in schools where home economics was decreasing and four from schools where home economics was increasing. Thus over four times as many unfavorable attitudes toward home economics were expressed in decreasing enrollment schools as in increasing schools. The largest number indicated attitude existing that "it is a snap course" or "for the slow student."

Summary of Attitudes Statements by Interviewees

There is generally prevailing a favorable attitude toward home economics since nearly three-fourths of the persons interviewed indicated their willingness to recommend enrollment. More-unfavorable attitudes were in decreasing-enrollment schools.

Factor: Patterns of Home Economics Offerings

What effect did the patterns of home economics offerings have on students to enroll or not to enroll in home economics in high school? One item in Part II and two items in Part III of the student questionnaire related to patterns of offerings. The response from the principals, the home economics teachers, and the interviewees was very small.

Student Response

Part II of the Questionnaire

One item in Part II related to the requiring of home economics at the 9th grade level as one pattern of home economics offerings. Table 20 contains a summary of the findings.

TABLE 20

RESPONSE TO THE ONE ITEM RELATED TO PATTERNS IN PART II OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO ENROLLED IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item	Item Description	Home Economics Enrollment Increasing Percent	 Decreasing Percent
10.76	"Liked required home economics I had in the 9th grade"	31.0	30.0

There was quite a substantial response to this item from both enrollment groups. Serious doubt existed that this high percent of required home economics gave an accurate picture. Even though the students believed it was required (when there is doubt that it was), they still were influenced to enroll in additional home economics because of their experience in 9th grade home economics.

More students from increasing-enrollment schools checked this pattern item. There was no significant difference between the percent of girls who checked this item from increasing-and decreasing-enrollment schools.

Part III of the Questionnaire

Two items were related to patterns in Part III of the questionnaire, as checked by students who did not enroll in home economics classes beyond what was required. The findings are shown in Table 21.

TABLE 21

RANKED RESPONSES TO THE TWO ITEMS RELATED TO PATTERNS IN PART III OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO DID NOT ENROLL IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item	Item Description	Home Economics Enrollment Increasing Percent	 Decreasing Percent	Rank
14.95	"Did not like the required courses(s)"	5.0	8.0	1
14.94	"Had all I needed, required at 9th grade	2.0	5.0	

Few students from both enrollment groups responded to these two pattern of offerings items. Even though the response was small, for some students (especially in decreasing-enrollment schools), the requiring of home economics influenced them not to take any more home economics -- either because they didn't like the course or they had all they needed in the required course.

There were significantly larger responses from the decreasing-enrollment schools for both of these pattern items. (Table 26, Appendix.)

Summary of Pattern Factor by Students

A large percent of students from both enrollment groups checked that they liked the required home economics they had in the 9th grade; but, there were no significant differences in response for the two enrollment groups.

A very small percent of students responded to the pattern items. Of the students who did respond to the items, a significantly larger portion was from the decreasing-enrollment group. They didn't elect any home economics beyond what was required because they didn't like the required course(s) and they had all they needed in the required courses(s).

Principal Response

Twenty comments made by the principals indicated a belief that patterns of offerings in home economics influenced the election or non-election of home economics classes. (Table 11.)

The very few comments gave a rank of 5 for this factor. Five statements said that "One year should be required for all girls," and five other statements related that the classes were already filled to capacity.

Summary of Pattern Statements by Principals

The number of statements made regarding pattern of offerings in home economics by principals was very small. The statements centered on requiring of home economics and the problem of classes being filled to capacity.

Teacher Response

The home economics teachers wrote only 13 statements related to the patterns factor. (Table 12.) Ten of the statements were of patterns that were influencing girls to enroll in home economics; only three statements were on how the pattern of offerings influenced girls not to take home economics. Junior-high homemaking encouraged some to elect and others not to elect home economics, according to the teachers. Four teachers stated that the home economics classes were filled to capacity.

Summary of Pattern Statements by Teachers

The home economics teachers made very few comments regarding patterns of offerings. They expressed concern over the effect of junior-high homemaking on enrollment in high school and the classes being filled to capacity.

Interview Response

Thirteen responses were made by the 76 interviewees which were classified under the factor of patterns of home economics offerings. (Table 22.)

TABLE 22

NUMBER OF PERSONS INTERVIEWED WHO MENTIONED EFFECT OF PATTERN OF HOME ECONOMICS OFFERINGS ON ENROLLMENT OR NON-ENROLLMENT IN HOME ECONOMICS

Pattern Factor	Groups						Total	
	Students		School Personnel		Parents			
	Inc.	Decr.	Inc.	Decr.	Inc.	Decr.	n	%
Unit offerings too rigid at the different grade levels			1				1	7.7
Not enough girls are taking			1	2			3	23.1
I wonder why girls do not elect			1				1	7.7
Wish boys could take	1		1	1			3	23.1
Not as many students in upper classes take home economics			1				1	7.7
Need for more adult education			1	3			4	30.7
Total	1		6	6			13	100.0

The most-often mentioned item in this classification was the need for more adult education. This was expressed most often by school personnel in decreasing-enrollment schools.

Summary of Pattern Statements by Interviewees

Only 13 remarks were expressed by the persons interviewed which related to patterns of offerings. The pattern mentioned most was the need for more adult education.

Factor: Influence of Junior-High Home Economics

Since approximately 87 percent of all the schools were not teaching any home economics in the 7th or 8th grades, a very limited sampling reacted to items concerning the influence of junior high.

Student Response

Part II of the Questionnaire

Item 10.75, Part II of the student questionnaire, was to be checked by the students who believed they had been influenced to take home economics in senior-high because they liked the home economics they had in junior-high.

As can be seen in Table 23, the response to the junior-high item was very small.

TABLE 23

RESPONSE TO THE ONE ITEM RELATED TO JUNIOR-HIGH HOMEMAKING IN PART II OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO ENROLLED IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item Number	Item Description	Home Economics Enrollment	
		Increasing Percent	Decreasing Percent
10.75	"Liked home economics had in 7th and/or 8th grade"	10.0	9.0

There were no significant differences in the percent of response between the two enrollment groups.

Part II of the Questionnaire

As can be noted in Table 24, only 4 percent of the students from decreasing-enrollment schools and two percent of the students from increasing-enrollment schools checked that they had all the home economics they needed at the 7th and/or 8th grade levels. The percent of students who checked this item was significantly larger for the decreasing-enrollment schools. (Table 26, Appendix.)

TABLE 24

RESPONSE TO THE ONE ITEM RELATED TO JUNIOR-HIGH HOMEMAKING IN PART III OF THE QUESTIONNAIRE AS CHECKED BY STUDENTS WHO DID NOT ENROLL IN HOME ECONOMICS BEYOND WHAT WAS REQUIRED

Item Number	Item Description	Home Economics Enrollment	
		Increasing Percent	Decreasing Percent
14.93	"Had all needed in required at 7th or 8th grade"	2.0	4.0

Summary of Junior-High Homemaking Factor by Students

Since homemaking in the 7th and/or 8th grade is taught in so few schools in Kentucky, it is possible to make only a tentative summary. From the sample, it would seem that homemaking in junior-high, as taught in certain schools, had a favorable influence on enrollment in senior-high home economics; this is especially true in increasing-enrollment schools. But for other students, a larger portion of which were enrolled in decreasing-enrollment school, junior-high homemaking influenced them not to enroll in home economics in senior-high because they had all they needed.

Chapter IV

GENERAL CONCLUSIONS

Characteristics of Schools

1. Schools in which enrollment in home economics increases are more often medium-sized and small schools than large ones. In these smaller schools, in general, there are fewer requirements for graduation.

2. In schools in which enrollment in home economics increases, advanced courses in home economics are offered more often than in schools where enrollment decreases, a higher proportion of students enroll in more years of home economics, and a higher proportion are multiple-teacher departments.

Factors Influencing Enrollment

1. Students, principals, and home economics teachers differ in the pressures they think influence enrollment in home economics.

    a. According to the students themselves, the person who influences students to take home economics to a greater degree than any other person is the student herself. The persons who are the next highest in influencing students to take home economics are the parents. Less influential are the home economics teacher and the guidance counselor.

    b. According to principals, the pressure which influences students to take home economics is the home economics teacher; the pressures which influence students not to take home economics are increased admission requirement for college and requirements for graduation, including the science requirement.

    c. According to home economics teachers, the pressure which is most influential in discouraging students to enroll is the increased requirement for graduation, including the science requirement.

2. Quality of the home economics program is the most important factor which influences students to enroll or not enroll in home economics.

    a. Schools having an increase in enrollment in home economics have a higher quality program than schools having a decrease in enrollment.

    b. Students are encouraged to enroll in home economics when they feel the program: (1) is of value now and in the future; (2) provides opportunities to learn what students need to know; (3) offers good preparation for marriage; (4) gives opportunities for developing leadership, and (5) is challenging.

    c. School principals judge the quality of the program in relation to the personal qualities of the home economics teacher, the teaching procedures used, and the subject matter taught. Home economics teachers judge quality more often in relation to the subject matter content of the program.

d. Students gain more help in the home economics program in the areas of Foods and Nutrition and Clothing and Grooming than in other areas, especially, Child Development, Consumer Education, and Housing and Home Furnishings.

e. Students who enroll in home economics have higher all-school grade averages than students who do not take home economics. As the amount of home economics taken increases, the all-school grade average decreases. Grade averages in home economics tend to be higher than all-school grade averages.

3. In general, school schedules and patterns of offerings of home economics have little influence upon whether or not students enroll in home economics. However, among students who do not elect home economics, a considerable number cannot take home economics because their programs are too full, and because they need to meet college requirements or to prepare for a job. This tendency is more likely to occur in schools where enrollment in home economics decreases rather than in schools where enrollment increases.

4. In general, there is a positive attitude toward the home economics program, with only a slight indication, in schools where enrollment decreases, that home economics is a "snap" course and is for the slow student.

5. The number of schools in which junior-high home economics was offered was so limited in this study that no conclusions can be drawn about this factor as an influence on enrollment.

Chapter V

IMPLICATIONS

Implications for the Home Economics Education Program in the Secondary Schools in Kentucky

1. Since this study showed that enrollment in home economics tended to be decreasing in the large schools, it is suggested that special study be made and help provided for:

   a. Improving the quality of the home economics program in these schools so that the content of the program is closely related to the needs of the students, the level of teaching procedures is raised, and personal qualities of the teachers enhanced.

   b. Findings ways to increase the number of home economics teachers in these schools so that advanced courses, and courses for students preparing for jobs and/or going to college may be offered.

   c. Interpreting the home economics program to students, parents, principals, and other personnel.

   d. Raising the status of home economics in these schools.

2. Since the quality of the home economics program was judged to be the most important factor in influencing students to enroll in home economics, it is suggested that supervisors, teacher educators, and others in position to help teachers, work with them in evaluating their programs in relation to student needs and in helping them to improve their teaching procedures and their personal qualities.

3. Teachers need to be encouraged to examine the home economics program and find ways to decrease the emphasis given to Foods and Nutrition and Clothing and Grooming, and to expand the emphasis on other areas of home economics, particularly Child Development, Consumer Education, and Housing and Home Furnishings.

4. Teachers need to be encouraged to develop home economics programs so that students of high academic ability may be able to enroll in a sequence of courses, or students of high academic ability or with special needs, such as those preparing for a job or for college, may elect advanced courses.

5. Home economics teachers need to be encouraged to study the bases they use for assigning grades and evaluate their grading standards in relation to those used by other teachers in the school.

6. As programs of interpretation of home economics are developed in schools to encourage more students to enroll, efforts should be given first to interpreting to the students themselves what home economics can offer them. Next in order of importance should be efforts to interpret the values of home economics to parents. Home economics teachers and principals need to recognize that requirements for graduation, for admission to college, and science requirements do have some influence on enrollment in home economics, but the most important influence is the fact that students will want to take it if it meets their needs.

APPENDIX

ENROLLMENT IN HOME ECONOMICS

Response from Home Economics Teachers

I. Information concerning enrollment during the school year 1958-59.

a. Total girl-student enrollment in your school by grade level, 1958-59

_____ 9th grade
_____ 10th grade
_____ 11th grade
_____ 12th grade

b. Girl-student enrollment in home economics in your school by classes, 1958-59

_____ Junior high homemaking (exclusive of 9th grade)
_____ Home Economics I
_____ Home Economics II
_____ Home Economics III
_____ Home Economics IV

II. Information concerning graduation requirements in your school.

a. List the present requirements for graduation for all students in your school.

b. Have these present requirements been the same for the past four years? If not, note the changes in the space below.

III. Information regarding courses and requirements in home economics in your school, 1961-62.

a. Check (x) the home economics classes offered in your school

_____ Homemaking, 7th or 8th
_____ Home Economics I
_____ Home Economics II
_____ Home Economics III
_____ Home Economics IV

_____ Family Living
_____ Other

b. Are any courses in home economics required by your school, 1961-62?
_____ yes _____ no

If yes, check (x) the required course or courses.

_____ 7th grade Homemaking
_____ 8th grade Homemaking
_____ Home Economics I
_____ Home Economics II
_____ Home Economics III
_____ Home Economics IV
_____ Family Living
_____ Other

c. What length is the 7th and/or 8th grade homemaking course?

_____ Two semesters
_____ One semester
_____ Less than one semester
_____ Other

d. How many periods a week are scheduled for 7th and/or 8th grade homemaking course?

_____ daily _____ two or three days a week _____ other

IV. Adequacy of space in the home economics laboratory

a. How many students is the clothing laboratory planned to accomodate? _____

b. Is the equipment adequate for this number of students? _____

c. How many students is your foods laboratory planned to accomodate? _____

d. Is the equipment adequate for this number? _____

V. What factors do you feel are influencing the home economics enrollment in your school?

ENROLLMENT IN HOME ECONOMICS

Response from Principals

Your opinion as a principal will contribute greatly to the research project concerning enrollment in home economics. Will you list the factors you think are influencing girls to take or not to take home economics in your school? Your reactions will be considered confidential; you need not sign this statement. Attached is a self-addressed envelope for return of this response directly to the coordinator of the home economics education research team. Thank you.

School ______________________

OPINIONS OF HIGH SCHOOL GIRLS RELATIVE TO THEIR HIGH SCHOOL PROGRAM

Now that you are finishing high school, you are probably thinking about what you have studied in relation to what you want to do.

The schools are interested in providing the very best possible program for helping young people deal successfully with the problems they are meeting now or may meet in the future. We need your help in getting information which may strengthen the school program. Will you please fill in the following questionnaire? Give your honest opinions---there are no right or wrong answers. This survey is for the purpose of studying the school program and all results will be combined. Your name will not be revealed in any way.

Part I

1. Mark with an (x) the amount of help you have had IN SCHOOL in grades seven through twelve on each of the following topics.
   Much means you learned all you think you could have learned about the topic while IN SCHOOL.
   Some means you have learned a part of what could be learned but probably could have learned more IN SCHOOL.
   Little means that what you learned IN SCHOOL was limited.
   None means you did not learn anything about the topic IN SCHOOL.

2. Mark with an (x) in the last column if you wish you had had some or more help on any topic. If you check the last column, be sure you have also checked one of the other columns.

Topics	Amount of help I had				Wish for some or more
	Much	Some	Little	None	
1.1 Understanding what children are like at different age levels	____	____	____	____	____
1.2 Helping young children learn	____	____	____	____	____
1.3 Caring for an infant	____	____	____	____	____
1.4 Caring for young children	____	____	____	____	____
1.5 Finding out about groups in the community that work for children	____	____	____	____	____
1.6 Caring for mother before baby is born ...	____	____	____	____	____
1.7 Caring for mother and baby	____	____	____	____	____
1.8 The responsibilities of a baby sitter ...	____	____	____	____	____
1.9 Learning the meaning of discipline for children	____	____	____	____	____
2.10 Caring for clothing--keeping clean and neat; laundering, mending	____	____	____	____	____
2.11 Making clothing	____	____	____	____	____
2.12 Keeping myself well-groomed and attractive	____	____	____	____	____
2.13 Making over clothing....................	____	____	____	____	____
2.14 Selecting and buying clothes for myself..	____	____	____	____	____

	Topics	Amount of help I had				Wish for some or more
		Much	Some	Little	None	
2.15	Planning a clothing wardrobe for myself..					
2.16	Selecting and buying different materials (textiles)					
2.17	Making draperies, slipcovers, etc. for the home					
2.18	Deciding when to make, when to make over, when to buy clothes ready-made					
2.19	Selecting and caring for sewing equipment					
3.20	Cooking food					
3.21	Serving food					
3.22	Preserving food by canning, freezing, etc.					
3.23	Preparing foods for special occasions and for entertaining					
3.24	Managing time, energy, and money in planning, preparing, and serving family meals					
3.25	Learning about the food I need each day..					
3.26	Planning meals to meet my family's needs.					
3.27	Buying foods to get one's money's worth..					
3.28	Preparing and serving foods from different countries					
3.29	Being well-mannered at the table and as hostess and guest					
4.30	Using simple first aid					
4.31	Caring for the sick at home					
4.32	Preventing accidents in the home					
4.33	Keeping my family well					
4.34	Keeping myself well					
4.35	Understanding facts about common diseases					
4.36	How to care for a child when he is ill...					
4.37	Planning, preparing, and serving food for the sick in the home					
4.38	Planning for and caring for the home medicine chest					
5.39	How to simplify work to save time and energy					
5.40	How to make wise choices and decisions in managing time, energy and money, to reach my goals					
5.41	Planning wise use of my money					
5.42	What it means to be a good home manager for successful family living					
5.43	Learning the value of making and carrying out a plan					
5.44	Arranging house and equipment to save time and energy					

2

	Topics	Amount of Help I had				Wish for some or more
		Much	Some	Little	None	
5.45	Learning disadvantages and advantages of buying with cash and on credit (on time)	___	___	___	___	___
5.46	Planning together in a family for such things as: use of money, getting work done, sharing in responsibilities	___	___	___	___	___
5.47	Planning convenient kitchens	___	___	___	___	___
5.48	How to keep the house neat and clean	___	___	___	___	___
6.49	Choosing a home for a family	___	___	___	___	___
6.50	Planning a home for a family	___	___	___	___	___
6.51	Learning about housing in the community	___	___	___	___	___
6.52	Arranging furnishings in different rooms	___	___	___	___	___
6.53	Painting, refinishing, or making over furniture	___	___	___	___	___
6.54	Selecting colors and furnishings for the home	___	___	___	___	___
6.55	Caring for home furnishings	___	___	___	___	___
6.56	Selecting household equipment	___	___	___	___	___
6.57	Using and caring for household equipment	___	___	___	___	___
6.58	Improving home yards	___	___	___	___	___
7.59	Finding out about community agencies that help families	___	___	___	___	___
7.60	Getting along well with family members	___	___	___	___	___
7.61	Getting along well with friends	___	___	___	___	___
7.62	Planning for family recreation and entertaining	___	___	___	___	___
7.63	Preparing for marriage	___	___	___	___	___
7.64	Understanding myself and others	___	___	___	___	___
7.65	Planning for wise use of leisure time	___	___	___	___	___
7.66	Understanding basic needs of all people	___	___	___	___	___
7.67	Understanding special problems of older people and/or the handicapped	___	___	___	___	___
7.68	Understanding what causes friction in families and how to have as little as possible	___	___	___	___	___
8.69	Getting my money's worth when buying	___	___	___	___	___
8.70	Understanding programs for protecting consumers	___	___	___	___	___
8.71	Understanding how to read labels	___	___	___	___	___
8.72	Practicing acceptable shopping ethics	___	___	___	___	___
8.73	How to judge advertising	___	___	___	___	___
8.74	Learning about kinds of jobs for those who study home economics	___	___	___	___	___

Will you do Part II or Part III? Read the directions carefully to see which one you will do.

Part II

Directions: If you took any home economics in your school beyond what was required (if any was required), you complete this section.

Place a check (x) before each statement that is true for you.

I took some home economics in high school when it was not required because:

____ 10.75 I liked the home economics I had in 7th or 8th grades
____ 10.76 I liked the required home economics I have in the 9th grade
____ 11.77 My parents wanted me to take home economics
____ 11.78 I plan to major in home economics in college
____ 11.79 I took it because of the home economics teacher
____ 11.80 The principal thought I should take home economics
____ 11.81 The school guidance person suggested I take home economics
____ 11.82 Most girls in my school take home economics
____ 11.83 I wanted to take it
____ 12.84 I took home economics because it fit into my schedule
____ 12.85 There were no other courses for me to take
____ 12.86 I needed the credit for graduation
____ 12.87 Home economics could be scheduled with other courses I wanted to take
____ 13.88 Home economics gave me the opportunity to develop leadership
____ 13.89 I expect to get married after graduation, and I think home economics is good preparation for marriage
____ 13.90 Home economics is of value to me now and will be helpful in the future
____ 13.91 Home economics helped me learn the things I needed to know
____ 13.92 Home economics was a challenging course to take

Are there other reasons for your taking home economics? If so, list here.

Part III

Directions: If you have not taken any home economics beyond the amount required in your school or if none was required and you did not take any home economics, you complete this section.

Place a check (x) before each statement which is true for you.

_____ 14.93 I had all I need in the required course in the 7th or 8th grade
_____ 14.94 I had all I need in the required course in the 9th grade
_____ 14.95 I did not particularly like the required courses(s)
_____ 15.96 I liked home economics, but I wanted to take other subjects
_____ 15.97 My principal advised me to take other subjects
_____ 15.98 The guidance counselor advised me to take other subjects
_____ 15.99 My friends were not enrolling in home economics
_____ 15.100 I plan to go to college and needed to take other subjects
_____ 15.101 My parents didn't think I needed to take home economics
_____ 15.102 Other members of the high school crowd look down on home economics
_____ 16.103 Other courses will enable me to be prepared to get a job after graduation
_____ 16.104 My program was too full
_____ 16.105 I could not fit home economics into my schedule because of other required courses
_____ 16.106 Home economics is not offered beyond that which is required
_____ 16.107 Since it was required for a year, I had no time for additional home economics courses
_____ 17.108 The equipment and the room certainly are out-dated
_____ 17.109 You don't get much choice in what you want to study in home economics
_____ 17.110 Other courses were more interesting to me
_____ 17.111 the classes were too crowded for the space
_____ 17.112 There is too much teaching of things I already know
_____ 17.113 I'm just not interested in the material covered in home economics
_____ 17.114 What is learned is of little value to me
_____ 17.115 I can learn homemaking in my own home
_____ 17.116 A student has to do too many outside activities
_____ 17.117 Home economics is not a very challenging course

Are there other reasons for your not taking home economics? If so, list here.

Part IV

Directions: Everyone is to complete this section. If you have taken home economics, check (x) the grade level at which you took the course or courses. Place this check in the correct length-of-course column. Check (x) the none column at each grade level that you did not take home economics.

Grade Levels	Length of the Course			
	None	Full Year	One Semester	Less than a Semester
1. Seventh grade	____	____	____	____
2. Eighth grade	____	____	____	____
3. Ninth grade	____	____	____	____
4. Tenth grade	____	____	____	____
5. Eleventh grade	____	____	____	____
6. Twelfth grade	____	____	____	____

Part V

Check (x) in the proper column one of the following blanks which best described your marks in all subjects throughout high school. Place a second check (x) in the column which best describes your marks in home economics throughout high school. (If you did not take home economics, do not check.)

All School Subjects	Home Economics	
____	____	1. Mostly D's
____	____	2. About equal C's and D's
____	____	3. Mostly C's
____	____	4. About equal B's and C's
____	____	5. Mostly B's
____	____	6. About equal A's and B's
____	____	7. Mostly A's

D

INTERVIEW TECHNIQUE

A. Introduction to the interview by the Team member.

"I am ____________ (name); I have the position of ____________

at ____________ (name of institution). We are doing a research study in home economics education, and your school was selected to be one of the schools where we can study home economics a little more thoroughly. If you don't mind, as we talk together I'd like to take notes. After I ask you a few questions, then, you will have the chance to add comments to help me better understand the home economics program. Your school has a number, not a name, in the study and you will not be identified in the study by name."

B. General interview questions

"1. What do you think students can gain, or learn from enrolling in home economics?
2. Describe the home economics department in you school.
3. Where did you find out about home economics in your school?
4. If you had a chance to take or to advise someone else to enroll in home economics, would you? Why?"

C. Principal's interview

1. How long have you been in your present position?
2. May I have a copy of the daily schedule? (Make arrangements)
3. How long have you known the present home economics teacher(s)?
4. How often do you visit the home economics department?
5. Do most of the students and faculty know the home economics teacher(s)?

Then, the general interview questions are asked.

D. Home economics teacher's interviews

1. Will you please describe your home economics program.
2. Are there "drawbacks" or "stumbling blocks" in putting the program into action?
3. What do you see as the role of home economics in the whole school? in the community?
4. What suggestions do you have for improving the program?

TABLE 25

(K)

STANDARD NORMAL VARIABLE FOR THE 18 ITEMS ON PART II OF THE QUESTIONNAIRE, P_1 DESIGNATING INCREASING AND P_2 DESIGNATING DECREASING ENROLLMENT IN HOME ECONOMICS SCHOOLS

Item Number	Item Description	Increasing P_1	Decreasing P_2	σp	K	Level of Significance
10.75	Liked home ec. had in 7th and/or 8th grade	0.10	0.09	0.01	0.51	
10.76	Liked required home ec. had in 9th grade	0.31	0.30	0.20	0.40	
11.77	Parents wanted me to take home economics	0.35	0.30	0.02	2.09	< .05
11.78	Plan major home ec. in college	0.03	0.04	0.01	1.34	
11.79	Took it because of the home ec. teacher	0.08	0.05	0.01	3.16	< .002
11.80	Principal thought I should take	0.05	0.04	0.01	1.89	
11.81	Guidance counselor thought I should take it	0.05	0.02	0.01	3.02	< .01
11.82	Most girls take it	0.19	0.18	0.02	0.16	
11.83	I wanted to take it	0.71	0.60	0.02	5.05	< .001
12.84	Because it fit into my schedule	0.15	0.16	0.02	0.77	
12.85	No other courses for me to take	0.02	0.02	0.01	0.58	
12.86	Needed credit for graduation	0.07	0.08	0.01	0.86	
12.87	Could be scheduled with other courses	0.20	0.17	0.02	1.50	
13.88	Gave opportunity to develop leadership	0.39	0.30	0.02	4.36	< .001
13.89	Home ec. good preparation for marriage	0.40	0.34	0.02	2.85	< .01

TABLE 25 (continued)

Item Number	Item Description	Increasing P_1	Decreasing P_2	σp	K	Level of Significance
13.90	Value now and helpful in future	0.68	0.57	0.02	5.11	$<$ .001
13.91	Learned things I needed to know	0.65	0.55	0.02	4.68	$<$ .001
13.92	Was challenging course	0.30	0.22	0.02	4.14	$<$ .001

TABLE 26

(K)

STANDARD NORMAL VARIABLE FOR THE 25 ITEMS ON PART III OF THE QUESTIONNAIRE, P_1 DESIGNATING INCREASING AND P_2 DESIGNATING DECREASING ENROLLMENT IN HOME ECONOMICS SCHOOLS

Item Numbers	Item Description	Increasing P_1	Decreasing P_2	σp	K	Level of Significance
14.93	Had all needed in required at 7th or 8th grade	0.02	0.04	0.01	2.67	$<$ .01
14.94	Had all needed; required at 9th grade	0.02	0.05	0.01	4.35	$<$ .001
14.95	Did not like required course(s)	0.05	0.08	0.01	3.25	$<$ .002
15.96	Liked home ec., but wanted other subjects	0.12	0.19	0.02	3.83	$<$ .001
15.97	Principal advised me to take other subjects	0.02	0.02	0.01	0.55	
15.98	Counselor advised me to take other subjects	0.01	0.02	0.01	2.23	$<$ .05
15.99	Friends were not enrolling in home ec.	0.02	0.04	0.01	1.56	
15.100	Going to college; needed to take other subjects	0.10	0.18	0.02	5.41	$<$ .001

TABLE 26 (continued)

Item Number	Item Description	Increasing P_1	Decreasing P_2	σp	K	Level of Significance
15.101	Parents didn't think I needed home economics	0.04	0.06	0.01	1.56	
15.102	Members of crowd look down on home ec.	0.005	0.02	0.005	2.68	$< .01$
16.103	Other courses prepare me for a job	0.10	0.16	0.02	4.14	$< .001$
16.104	My program was too full	0.10	0.18	0.02	5.05	$< .001$
16.105	Could not fit into schedule because of required courses	0.07	0.12	0.01	3.83	$< .001$
16.106	Not offered beyond what is required	0.01	0.01	0.004	0.99	
16.107	Since required for a year, no time for additional	0.01	0.03	0.01	3.45	$< .001$
17.108	Equipment and room outdated	0.002	0.01	0.004	2.47	$< .02$
17.109	Not much choice in what you want to study	0.01	0.04	0.01	3.31	$< .001$
17.110	Other courses more interesting	0.10	0.18	0.02	4.92	$< .001$
17.111	Classes too crowded for the space	0.004	0.02	0.005	2.45	$< .02$
17.112	Too much teaching of things I know	0.02	0.08	0.01	6.18	$< .001$
17.113	Not interested in material covered	0.03	0.05	0.01	2.69	$< .01$
17.114	Material learned of little value to me	0.003	0.03	0.01	4.12	$< .001$
17.115	Can learn homemaking at home	0.08	0.12	0.01	3.18	$< .002$
17.116	Student has too many outside activities	0.01	0.02	0.01	2.20	$< .05$
17.117	Home ec. is not very challenging course	0.02	0.06	0.01	5.07	$< .001$

TABLE 27

MEAN VALUES FOR THE 74 HOME ECONOMICS "TOPICS" AND THE EIGHT AREAS OF HOME ECONOMICS FOR STUDENTS FROM BOTH ENROLLMENT GROUPS, FOR STUDENTS WITH NO HOME ECONOMICS AND FOR STUDENTS WITH VARYING AMOUNTS OF HOME ECONOMICS

Areas and Topics	All Students		No Home Economics		Some Home Ec. Taken		7 and 8 Grade Home Ec.	
	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Child Growth and Development	2.31	2.21	1.75	1.78	2.50	2.42	2.27	1.92
1.1	2.72	2.59	2.00	2.23	2.80	2.62	2.38	2.85
1.2	2.32	2.19	1.79	1.86	2.38	2.23	2.67	1.21
1.3	2.43	2.31	1.57	1.61	2.52	2.39	2.13	1.95
1.4	2.55	2.40	1.69	1.74	2.65	2.48	2.83	1.67
1.5	1.76	1.69	1.62	1.60	1.77	1.68	1.08	1.00
1.6	1.88	1.79	1.40	1.30	1.92	1.83	1.50	1.71
1.7	2.00	1.90	1.51	1.35	2.04	1.96	2.10	1.85
1.8	2.60	2.58	1.91	1.97	2.66	2.67	2.38	2.58
1.9	2.52	2.47	1.91	2.03	2.59	2.52	3.38	2.50
Clothing and Grooming	2.55	2.41	1.80	1.76	2.75	2.68	2.02	2.03
2.10	3.11	3.04	2.18	2.34	3.24	3.15	2.80	1.64
2.11	3.01	2.85	1.66	1.65	3.22	3.09	2.50	2.85
2.12	3.20	3.10	2.53	2.64	3.29	3.18	3.38	1.79
2.13	2.13	2.01	1.41	1.47	2.17	2.09	1.10	1.30
2.14	2.86	2.72	1.99	2.07	2.95	2.80	2.10	2.83
2.15	2.68	2.54	1.94	1.87	2.74	2.67	2.50	3.00
2.16	2.53	2.36	1.58	1.50	2.65	2.54	1.75	2.92
2.17	1.59	1.46	1.20	1.15	1.60	1.51	1.33	1.08
2.18	2.01	1.83	1.37	1.37	2.07	1.88	1.50	1.83
2.19	2.34	2.19	1.41	1.33	2.49	2.42	1.20	1.07
Foods and Nutrition	2.63	2.50	1.86	1.85	2.85	2.78	2.08	2.25
3.20	3.15	2.94	1.80	1.84	3.34	3.10	2.50	2.60
3.21	2.97	2.79	1.76	1.71	3.18	2.96	2.30	2.40
3.22	2.28	2.07	1.59	1.39	2.34	2.22	1.80	1.29
3.23	2.48	2.34	1.60	1.58	2.62	2.47	2.17	2.38
3.24	2.68	2.56	1.75	1.66	2.83	2.75	1.40	2.54
3.25	3.05	2.97	2.59	2.63	3.10	3.05	2.50	1.71
3.26	2.69	2.61	1.85	1.93	2.83	2.76	2.10	2.75
3.27	2.50	2.36	1.65	1.67	2.66	2.50	2.00	2.25
3.28	1.50	1.50	1.24	1.28	1.49	1.53	1.13	1.20
3.29	2.98	2.83	2.34	2.34	3.08	2.90	2.88	3.40

TABLE 27 (continued)

Areas and Topics	All Students		No Home Economics		Some Home Ec. Taken		7 and 8 Grade Home Ec.	
	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Health of the Family	2.48	2.43	2.06	2.30	2.63	2.59	2.27	2.40
4.30	2.61	2.64	2.24	2.55	2.66	2.68	2.67	2.85
4.31	2.58	2.57	2.06	2.40	2.64	2.56	2.40	2.33
4.32	2.67	2.68	2.41	2.54	2.72	2.71	2.63	1.57
4.33	2.46	2.38	2.08	2.17	2.48	2.37	2.00	2.83
4.34	2.67	2.63	2.36	2.51	2.70	2.63	2.10	3.00
4.35	2.51	2.55	2.34	2.69	2.49	2.50	2.50	2.67
4.36	2.32	2.24	1.80	1.84	2.40	2.28	2.50	2.25
4.37	2.27	2.13	1.74	1.70	2.35	2.18	1.88	1.60
4.38	2.24	2.05	1.94	1.80	2.29	2.11	1.75	2.50
Home Management	2.46	2.37	1.84	1.91	2.66	2.62	1.66	2.10
5.39	2.46	2.32	1.74	1.90	2.58	2.41	1.25	1.95
5.40	2.54	2.41	1.98	2.02	2.59	2.46	2.00	2.17
5.41	2.48	2.45	1.97	1.96	2.54	2.50	2.00	2.25
5.42	2.38	2.32	1.74	1.77	2.45	2.37	2.00	2.25
5.43	2.39	2.36	1.92	2.08	2.46	2.40	1.42	1.29
5.44	2.44	2.33	1.60	1.66	2.52	2.41	1.70	2.00
5.45	2.28	2.26	1.90	2.02	2.33	2.29	1.88	2.38
5.46	2.50	2.36	2.01	1.92	2.55	2.44	1.00	1.95
5.47	2.30	2.12	1.48	1.48	2.40	2.20	1.63	1.88
5.48	2.82	2.75	1.94	2.05	2.92	2.83	1.75	2.85
Housing and Home Furnishings	2.21	2.09	1.60	1.59	2.40	2.32	1.91	1.80
6.49	2.12	2.05	1.49	1.58	2.15	2.11	2.30	1.88
6.50	2.24	2.15	1.58	1.58	2.26	2.22	2.40	2.21
6.51	1.86	1.79	1.53	1.52	1.87	1.81	1.50	1.75
6.52	2.53	2.35	1.53	1.60	2.66	2.47	2.63	2.00
6.53	2.05	1.94	1.45	1.38	2.06	2.01	1.67	1.17
6.54	2.57	2.41	1.62	1.67	2.68	2.52	1.83	2.15
6.55	2.38	2.20	1.58	1.62	2.47	2.30	1.42	1.21
6.56	2.20	2.12	1.49	1.51	2.30	2.23	2.00	2.10
6.57	2.27	2.16	1.60	1.59	2.36	2.28	2.00	2.00
6.58	1.84	1.75	1.52	1.62	1.82	1.75	1.33	1.55

TABLE 27 (continued)

Areas and Topics	All Students		No Home Economics		Some Home Ec. Taken		7 and 8 Grade Home Ec.	
	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing
	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$
Family Relationships	2.47	2.44	2.05	2.34	2.60	2.55	2.49	2.42
7.59	1.81	1.85	1.66	1.96	1.79	1.77	0.58	2.42
7.60	2.90	2.81	2.28	2.60	2.96	2.83	3.00	1.71
7.61	2.93	2.85	2.50	2.51	2.98	2.89	3.20	1.79
7.62	2.47	2.40	2.00	2.15	2.51	2.41	3.00	2.50
7.63	2.55	2.53	2.09	2.30	2.56	2.55	3.13	2.90
7.64	2.66	2.63	2.19	2.59	2.68	2.58	2.88	3.17
7.65	2.51	2.45	2.12	2.36	2.52	2.46	2.63	2.80
7.66	2.30	2.37	2.16	2.39	2.28	2.36	2.63	1.50
7.67	2.22	2.23	2.07	2.21	2.20	2.19	2.25	2.38
7.68	2.32	2.28	2.00	2.17	2.31	2.29	1.63	3.00
Consumer Education	2.26	2.12	1.72	1.78	2.43	2.34	1.80	2.14
8.69	2.52	2.41	1.86	1.78	2.57	2.50	1.50	2.58
8.70	2.00	1.88	1.78	1.57	2.02	1.90	1.75	1.92
8.71	2.45	2.25	1.71	1.94	2.55	2.29	1.80	2.08
8.72	2.19	2.03	1.52	1.66	2.27	2.08	2.63	2.40
8.73	2.18	2.11	1.97	1.81	2.20	2.20	1.40	2.79
8.74	2.23	2.03	1.52	1.47	2.30	2.07	1.70	1.07

TABLE 28

MEAN VALUES FOR THE 74 HOME ECONOMICS "TOPICS" AND THE EIGHT AREAS OF HOME ECONOMICS FOR STUDENTS FROM BOTH ENROLLMENT GROUPS FOR STUDENTS WITH VARYING AMOUNTS OF HOME ECONOMICS TAKEN

Areas and Topics	AMOUNT OF HOME ECONOMICS TAKEN							
	7th, 8th, and 9th		9th Grade		9th and 10 Grade		10, 11, or 12 Grade	
	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing
	X̄	X̄	X̄	X̄	X̄	X̄	X̄	X̄
Child Growth and Development	1.66	2.14	2.21	1.96	2.29	2.27	2.41	2.32
1.1	1.56	2.67	2.60	2.30	2.90	2.61	2.86	2.79
1.2	1.44	2.13	2.27	1.98	2.29	2.27	2.30	2.24
1.3	2.67	2.50	2.33	1.98	2.30	2.40	2.56	2.50
1.4	1.38	2.25	2.51	2.07	2.61	2.57	2.72	2.58
1.5	2.00	1.75	1.67	1.55	1.69	1.69	1.80	1.64
1.6	1.40	1.50	1.69	1.49	1.67	1.61	2.16	1.83
1.7	1.33	1.67	1.94	1.57	1.74	1.78	2.08	2.10
1.8	1.69	2.50	2.50	2.43	2.80	2.87	2.61	2.56
1.9	1.44	2.25	2.36	2.23	2.62	2.67	2.62	2.60
Clothing and Grooming	2.13	2.24	2.45	2.31	2.67	2.55	2.54	2.56
2.10	2.07	1.60	3.14	3.02	3.42	3.24	3.11	3.24
2.11	1.56	3.50	2.94	2.87	3.28	3.12	3.23	3.03
2.12	3.93	3.63	3.19	3.10	3.37	3.17	3.19	3.39
2.13	1.58	3.13	1.93	1.88	2.25	2.20	1.98	1.96
2.14	3.08	3.13	2.81	2.58	2.96	2.84	2.89	2.85
2.15	2.43	1.40	2.62	2.48	2.84	2.69	2.56	2.65
2.16	2.43	2.88	2.32	2.24	2.56	2.46	2.55	2.47
2.17	0.86	1.25	1.41	1.25	1.44	1.43	1.60	1.39
2.18	1.83	0.80	1.81	1.57	2.10	1.92	1.93	1.80
2.19	1.50	1.10	2.28	2.06	2.44	2.44	2.33	2.80
Foods and Nutrition	2.21	2.27	2.47	2.35	2.75	2.61	2.60	2.58
3.20	3.29	3.38	3.15	2.76	3.32	3.11	3.12	3.24
3.21	1.69	3.38	2.93	2.71	3.11	3.01	2.93	2.92
3.22	0.81	0.70	2.04	1.87	2.44	2.21	2.21	1.98
3.23	2.42	2.50	2.32	2.11	2.61	2.38	2.39	2.43
3.24	3.36	2.83	2.48	2.42	2.93	2.77	2.57	2.82
3.25	1.94	1.40	2.79	2.99	3.17	2.97	3.17	3.03
3.26	1.69	2.38	2.50	2.46	2.76	2.73	2.74	2.74
3.27	1.63	2.38	2.29	2.07	2.71	2.53	2.32	2.33
3.28	1.25	0.60	1.30	1.42	1.36	1.33	1.48	1.42
3.29	4.00	3.13	2.94	2.66	3.12	3.01	3.10	2.87

TABLE 28 (continued)

Areas and Topics	7th, 8th and 9th		9th Grade		9th and 10 Grade		10, 11, or 12 Grade	
	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing
	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$
Health of the Family	1.59	2.06	2.46	2.14	2.57	2.65	2.40	2.35
4.30	1.75	2.63	2.68	2.49	2.75	2.98	2.42	2.50
4.31	1.69	1.60	2.50	2.18	2.82	2.80	2.29	2.45
4.32	1.56	1.50	2.68	2.45	2.79	2.82	2.51	2.77
4.33	1.25	1.30	2.42	1.99	2.44	2.59	2.32	2.16
4.34	1.38	1.40	2.65	2.32	2.76	2.82	2.60	2.52
4.35	1.86	2.50	2.40	2.28	2.36	2.57	2.66	2.45
4.36	1.79	2.50	2.37	1.96	2.40	2.45	2.41	2.19
4.37	1.79	2.50	2.25	1.79	2.41	2.49	2.17	1.97
4.38	1.25	2.63	2.22	1.83	2.39	2.34	2.18	2.12
Home Management	2.08	1.92	2.29	2.15	2.48	2.48	2.47	2.39
5.39	1.25	2.75	2.25	2.08	2.53	2.50	2.60	2.64
5.40	2.92	2.00	2.40	2.27	2.58	2.51	2.53	2.40
5.41	3.29	2.38	2.31	2.25	2.52	2.56	2.43	2.30
5.42	2.43	2.13	2.12	2.00	2.51	2.42	2.24	2.30
5.43	2.07	1.20	2.29	2.13	2.23	2.37	2.41	2.31
5.44	1.44	1.00	2.23	2.04	2.29	2.51	2.41	2.39
5.45	1.57	2.63	2.06	2.07	2.24	2.20	2.31	1.98
5.46	1.31	2.50	2.29	2.13	2.57	2.40	2.50	2.34
5.47	1.38	1.00	2.14	1.89	2.23	2.23	2.48	2.31
5.48	3.14	1.60	2.80	2.64	3.10	3.07	2.80	2.89
Housing and Home Furnishings	1.90	1.52	2.04	1.80	2.19	2.26	2.20	2.07
6.49	1.70	1.20	1.94	1.84	2.03	1.99	2.13	2.02
6.50	1.87	2.13	2.08	1.86	2.25	2.22	2.17	2.14
6.51	1.43	1.00	1.59	1.49	1.43	1.81	1.92	1.53
6.52	3.00	2.25	2.46	2.01	2.65	2.73	2.59	2.31
6.53	1.43	1.00	1.96	1.64	2.01	2.11	1.86	1.80
6.54	3.42	2.50	2.54	2.08	2.74	2.77	2.50	2.13
6.55	2.14	1.30	2.33	1.88	2.52	2.50	2.50	2.23
6.56	2.43	1.30	1.86	1.83	2.29	2.34	2.06	2.38
6.57	1.06	1.00	1.87	2.00	2.39	2.34	2.37	2.31
6.58	0.56	1.50	1.77	1.41	1.57	1.74	1.87	1.80

TABLE 28 (continued)

Areas and Topics	7th, 8th and 9th		9th Grade		9th and 10 Grade		10, 11, or 12 Grade	
	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing	Increasing	Decreasing
	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$	$\bar{\bar{X}}$
Family Relationships	1.89	1.72	2.32	2.27	2.43	2.43	2.42	2.38
7.59	1.00	1.10	1.67	1.69	1.60	1.69	1.86	1.92
7.60	3.14	1.60	2.82	2.59	3.15	2.97	2.92	2.75
7.61	3.14	1.60	2.92	2.57	3.25	3.12	2.90	2.92
7.62	1.25	1.40	2.25	2.10	2.52	2.45	2.27	2.23
7.63	2.77	2.88	2.46	2.26	2.11	2.51	2.56	2.44
7.64	1.44	1.50	2.42	2.52	2.60	2.50	2.63	2.50
7.65	1.44	1.88	2.35	2.35	2.54	2.44	2.35	2.34
7.66	2.57	2.63	2.10	2.41	2.23	2.25	2.40	2.27
7.67	1.06	1.40	2.08	2.18	2.06	2.17	2.06	2.14
7.68	1.12	1.40	2.05	2.03	2.25	2.23	2.24	2.27
Consumer Education	2.34	1.15	2.03	1.84	2.25	2.25	2.31	2.13
8.69	1.71	1.40	2.23	2.21	2.59	2.50	2.53	2.36
8.70	2.57	0.90	1.66	1.73	2.04	2.00	2.10	1.77
8.71	3.14	1.30	2.23	1.77	2.44	2.34	2.62	2.31
8.72	2.50	1.40	1.98	1.68	2.18	2.42	2.16	2.04
8.73	2.50	1.10	1.99	1.85	2.10	2.39	2.19	2.10
8.74	1.64	0.80	2.07	1.78	2.15	1.85	2.24	2.19

TABLE 30

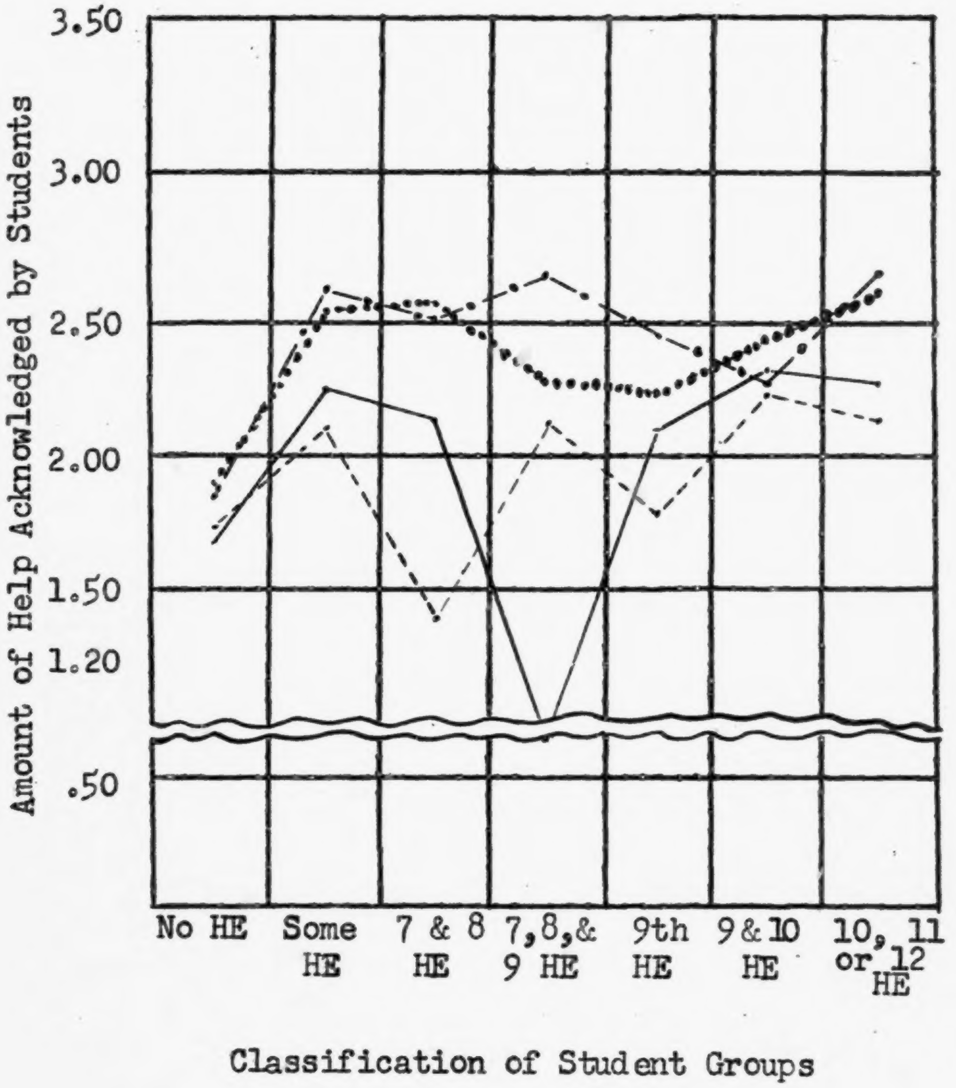
CORRELATIONS OF EIGHT AREAS OF HOME ECONOMICS, ALL-SCHOOL GRADES, AND HOME ECONOMICS AVERAGE GRADE FOR GIRLS (FROM INCREASING AND DECREASING GROUPS) WHO HAVE HAD HOME ECONOMICS IN HIGH SCHOOL

School Categories	Correlations (Parts I and V, Questionnaire)									
	Child Dev.	Clo & Groom	Food Nut.	Family Health	Home Mgt.	House Furn.	Family Living	Cons Ed.	All Sch. Grade	HE Grade
Increasing enrollment (759)										
Child Development		.56	.55	.59	.56	.54	.59	.47	-.07	.07
Clothing and Grooming			.72	.61	.68	.62	.58	.58	-.06	.13
Foods and Nutrition				.65	.72	.58	.56	.55	-.03	.14
Health of the Family					.69	.61	.64	.57	-.03	.03
Home Management						.73	.70	.68	-.11	.05
House and Furnishings							.73	.70	-.15	.02
Family Relationships								.73	-.09	.01
Consumer Education									-.09	.02
All-school-subject grade										.52
Home ec. average grade										
Decreasing enrollment (1,065)										
Child Development		.56	.53	.45	.57	.55	.53	.48	-.13	.001
Clothing and Grooming			.73	.53	.70	.62	.55	.56	-.07	.14
Foods and Nutrition				.64	.75	.59	.53	.55	-.03	.09
Health of the Family					.66	.55	.57	.54	-.06	-.02
Home Management						.73	.66	.67	-.09	.06
House and Furnishings							.70	.69	-.16	-.04
Family Relationships								.70	-.15	-.03
Consumer Education									-.14	-.01
All-school-subject grade										.46
Home ec. average grade										

TABLE 31

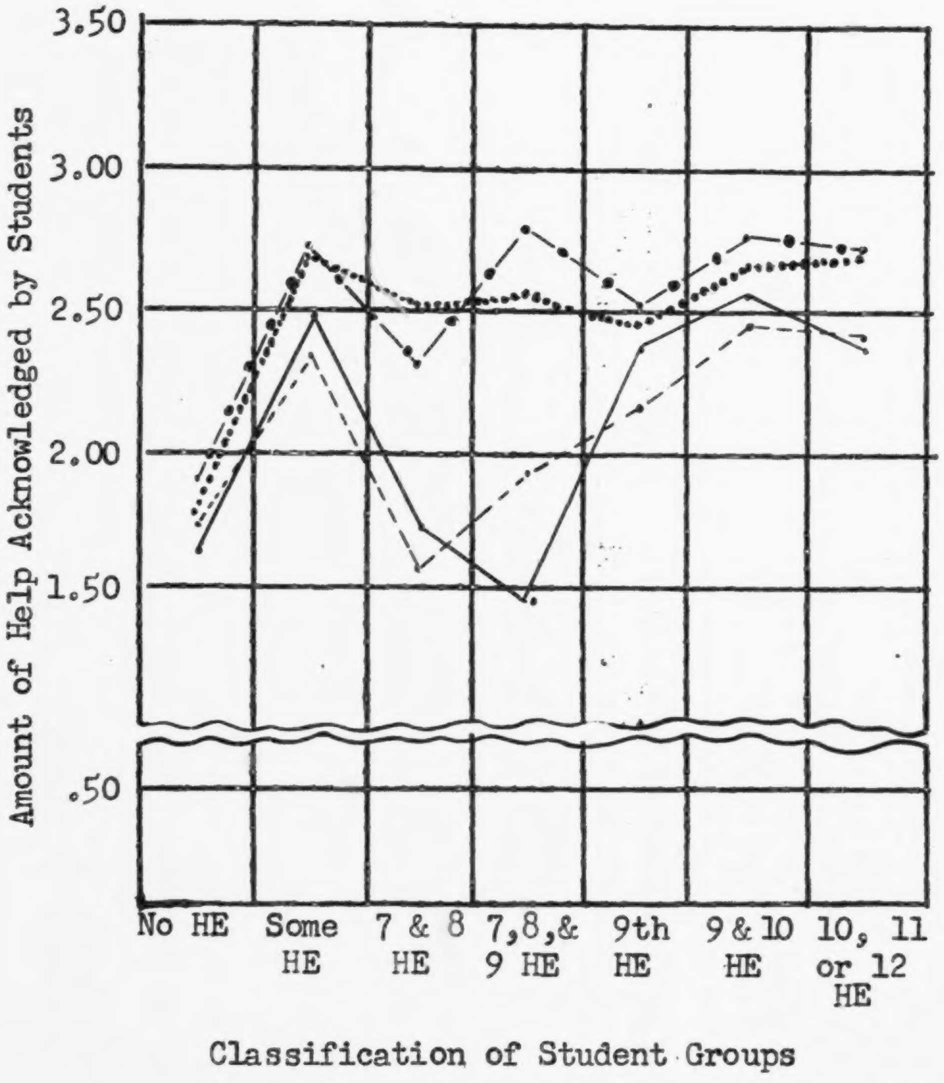
CORRELATIONS OF EIGHT AREAS OF HOME ECONOMICS AND ALL-SCHOOL-AVERAGE GRADE FOR GIRLS (FROM INCREASING AND DECREASING GROUPS) WHO HAD NOT HAD HOME ECONOMICS IN HIGH SCHOOL

School Categories	Correlations (Parts I and V of Questionnaire)								
	Child Dev.	Clo & Groom	Foods Nut.	Family Health	Home Mgt.	House & Furn	Family Living	Cons Ed.	All School Grade
Increasing enrollment (117)									
Child Development		.74	.70	.51	.61	.60	.46	.38	-.34
Clothing and Grooming			.86	.60	.75	.75	.43	.54	-.27
Foods and Nutrition				.70	.78	.72	.45	.54	-.22
Health of the Family					.74	.54	.62	.54	-.002
Home Management						.82	.72	.73	-.13
House and Furnishings							.52	.62	-.24
Family Relationships								.68	.12
Consumer Education									-.08
All-school-subject grade									
Decreasing enrollment (189)									
Child Development		.75	.74	.57	.77	.73	.58	.63	-.19
Clothing and Grooming			.84	.58	.80	.77	.53	.60	-.30
Foods and Nutrition				.67	.83	.78	.52	.62	-.27
Health and the Family					.71	.57	.60	.60	-.04
Home Management						.80	.66	.75	-.16
Housing and Furnishings							.60	.69	-.21
Family Relationships								.64	-.02
Consumer Education									-.15
All-school-subject grade									



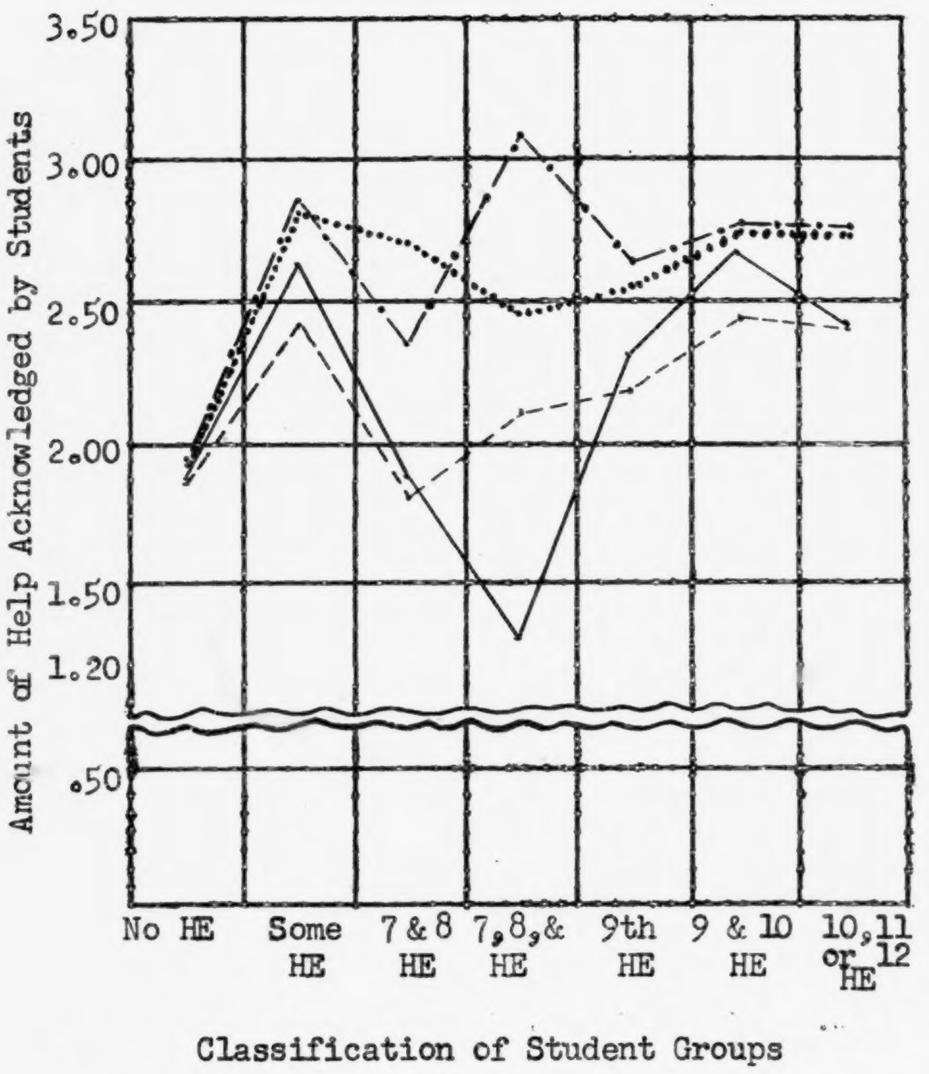
Key: "Wish For Some or More" ——Inc. ---Decr.
Did Not Check —·—Inc. ...Decr.

Figure 2. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Child Development.



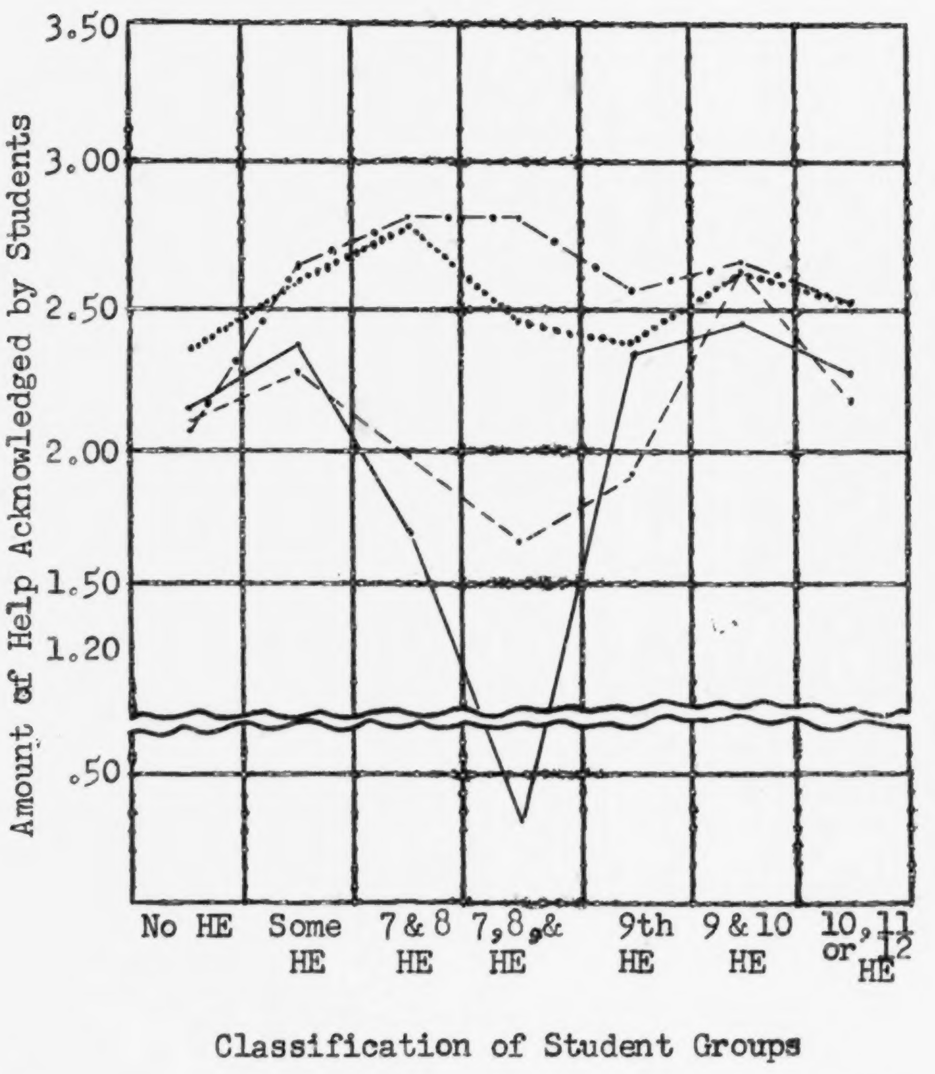
Key: "Wish For Some or More" ——Inc. ---Decr.
Did Not Check —·—Inc. ...Decr.

Figure 3. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Clothing and Grooming.



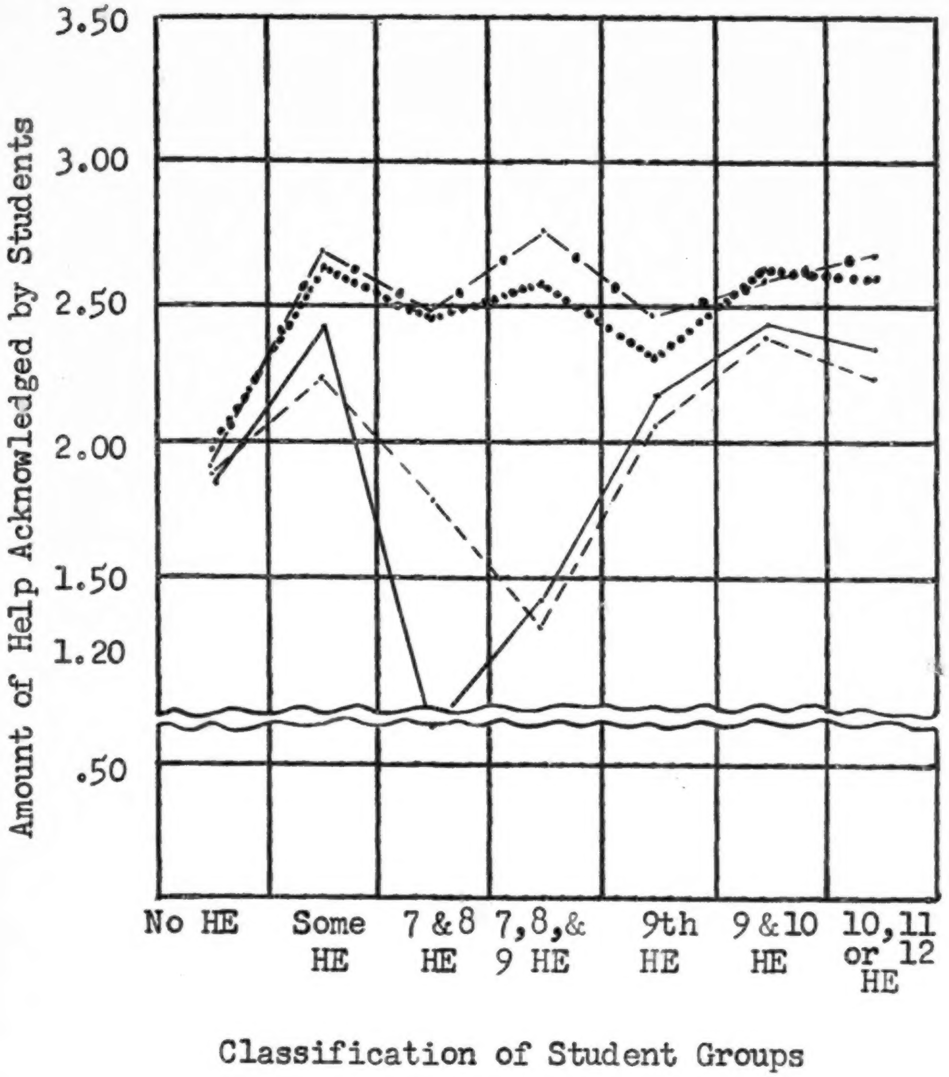
Key: "Wish For Some or More" ——Inc. —·—Decr.
Did Not Check —·—Inc. ...Decr.

Figure 4. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Foods and Nutrition.



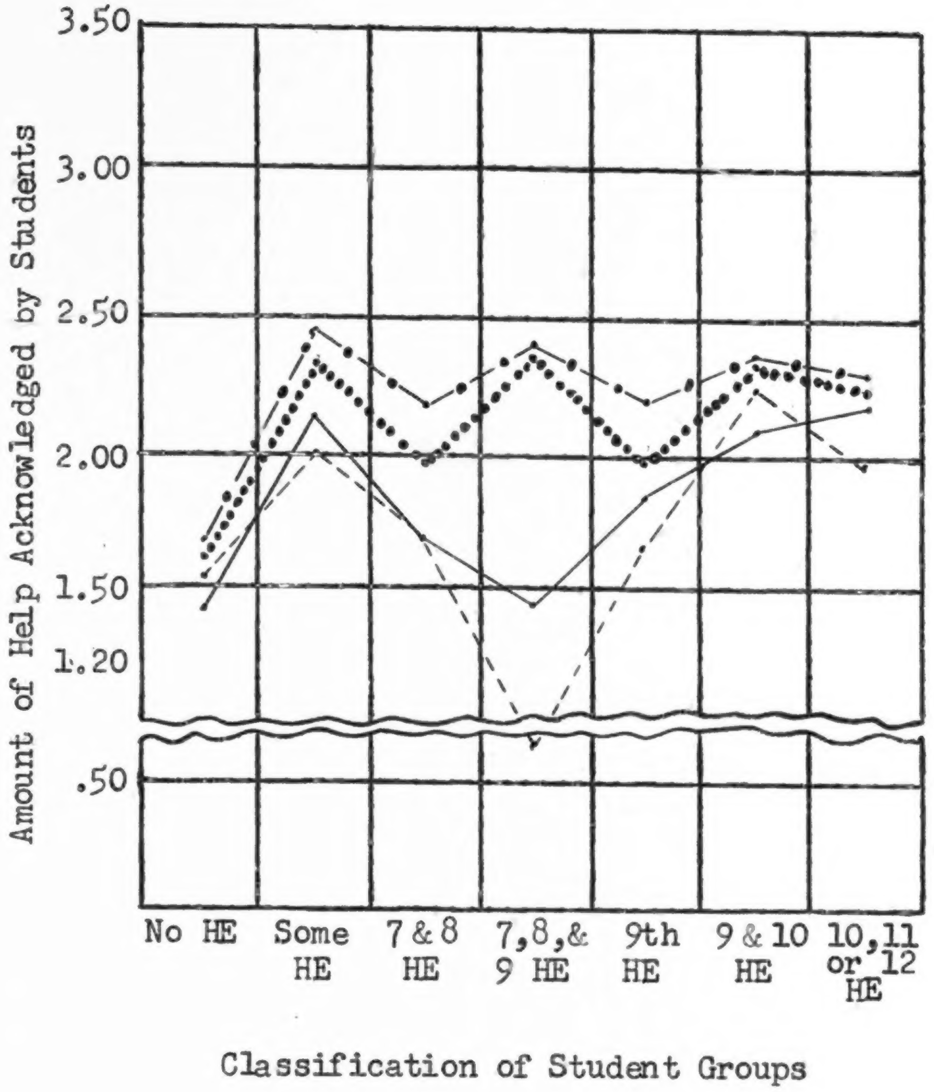
Key: "Wish For Some or More" ——Inc. —·—Decr.
Did Not Check —·—Inc. ...Decr.

Figure 5. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Health of the Family.



Key: "Wish For Some or More" ___Inc. ---Decr.
Did Not Check _._Inc. ...Decr.

Figure 6. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Home Management.



Key: "Wish For Some or More" ___Inc. ---Decr.
Did Not Check _._Inc. ...Decr.

Figure 7. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Housing and Home Furnishings.

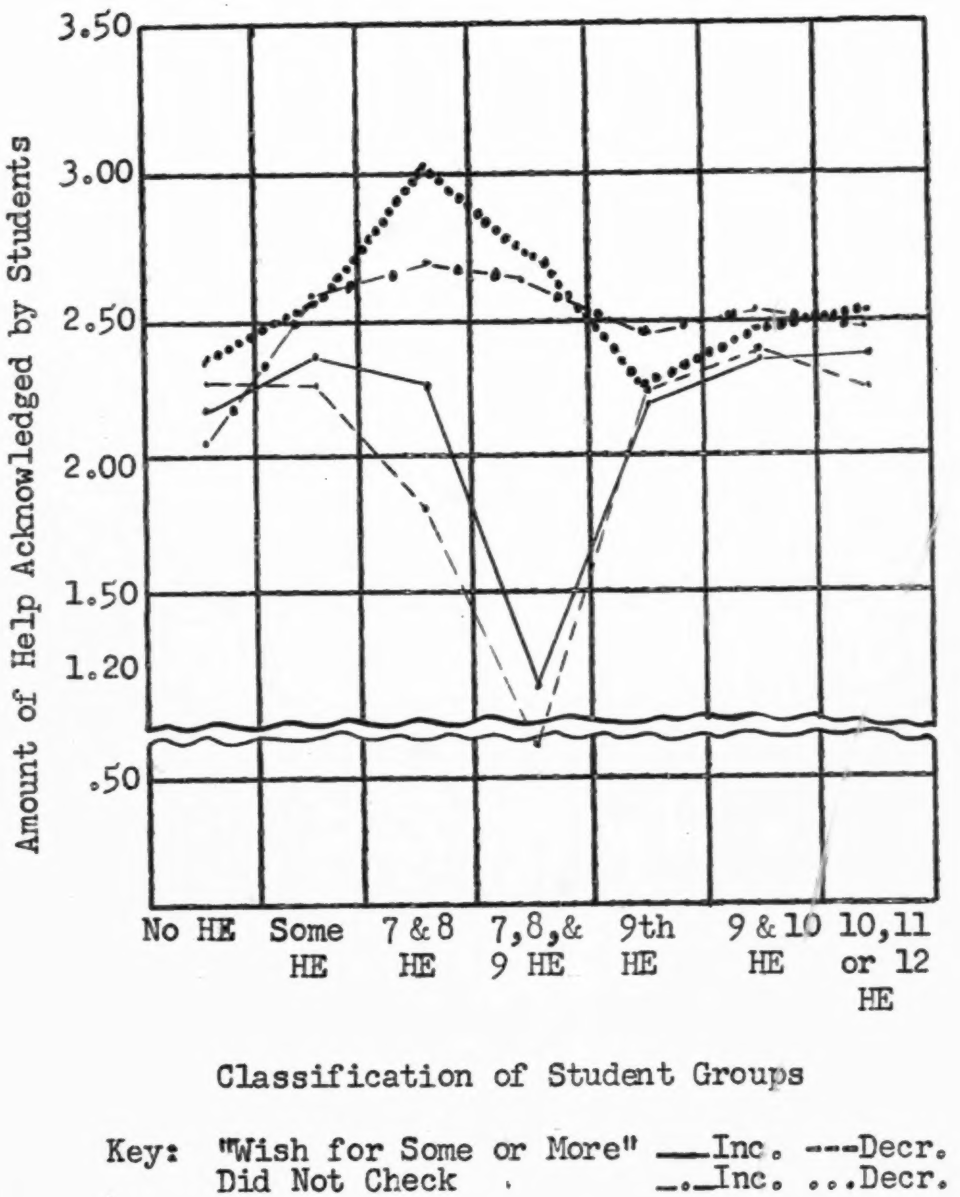


Figure 8. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Family Relations.

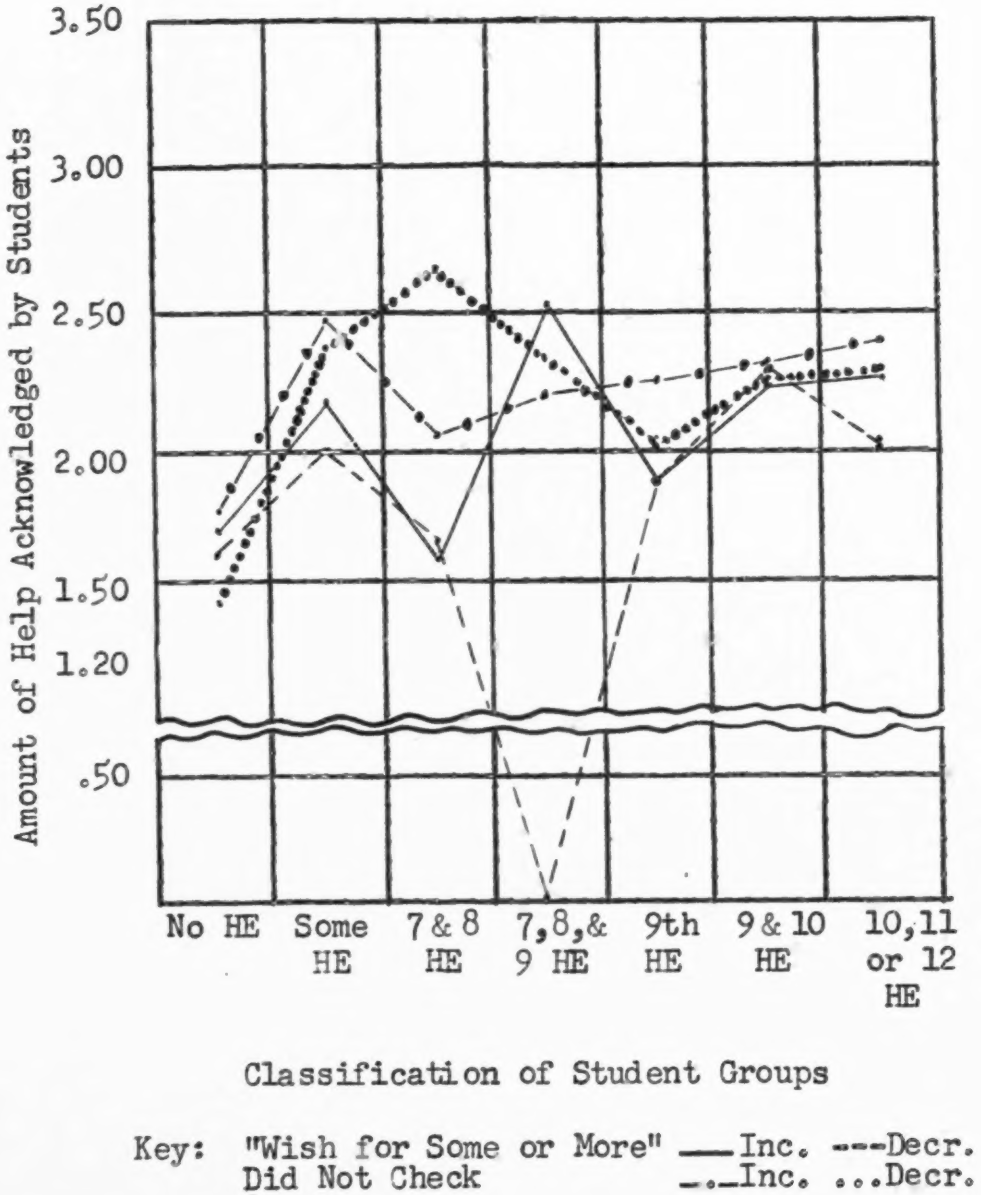


Figure 9. Mean values of help acknowledged by students from the two enrollment groups when some students checked the "Wish for Some or More" column and some did not in the area of Consumer Education.